

SCHOOL LIFE



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IN THIS ISSUE



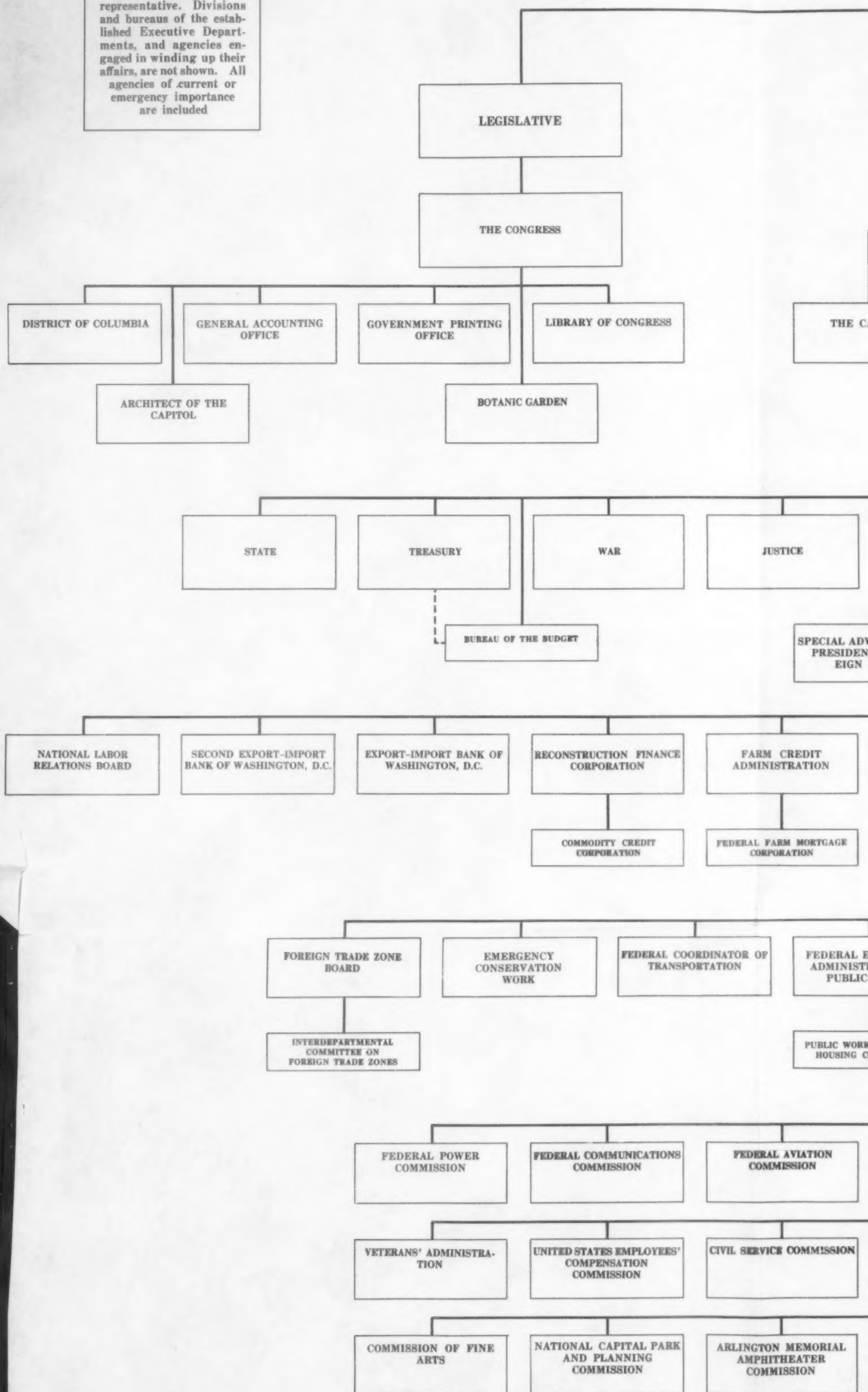
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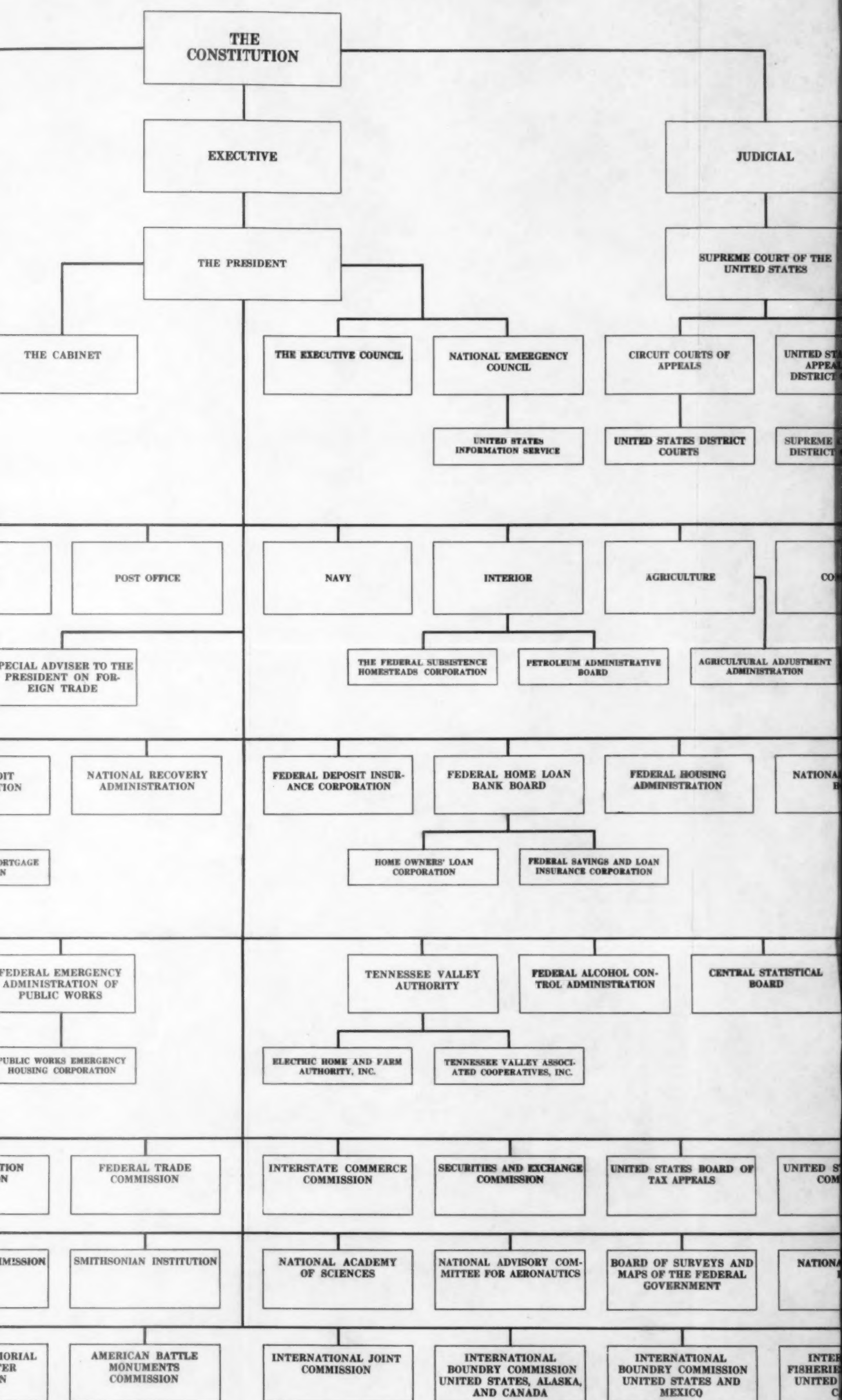
UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

THE UNITED STATES

This chart is prepared for general informational purposes. It seeks to show the more important agencies of the Federal Government, charted under that branch of the Government of which their functions are most representative. Divisions and bureaus of the established Executive Departments, and agencies engaged in winding up their affairs, are not shown. All agencies of current or emergency importance are included.

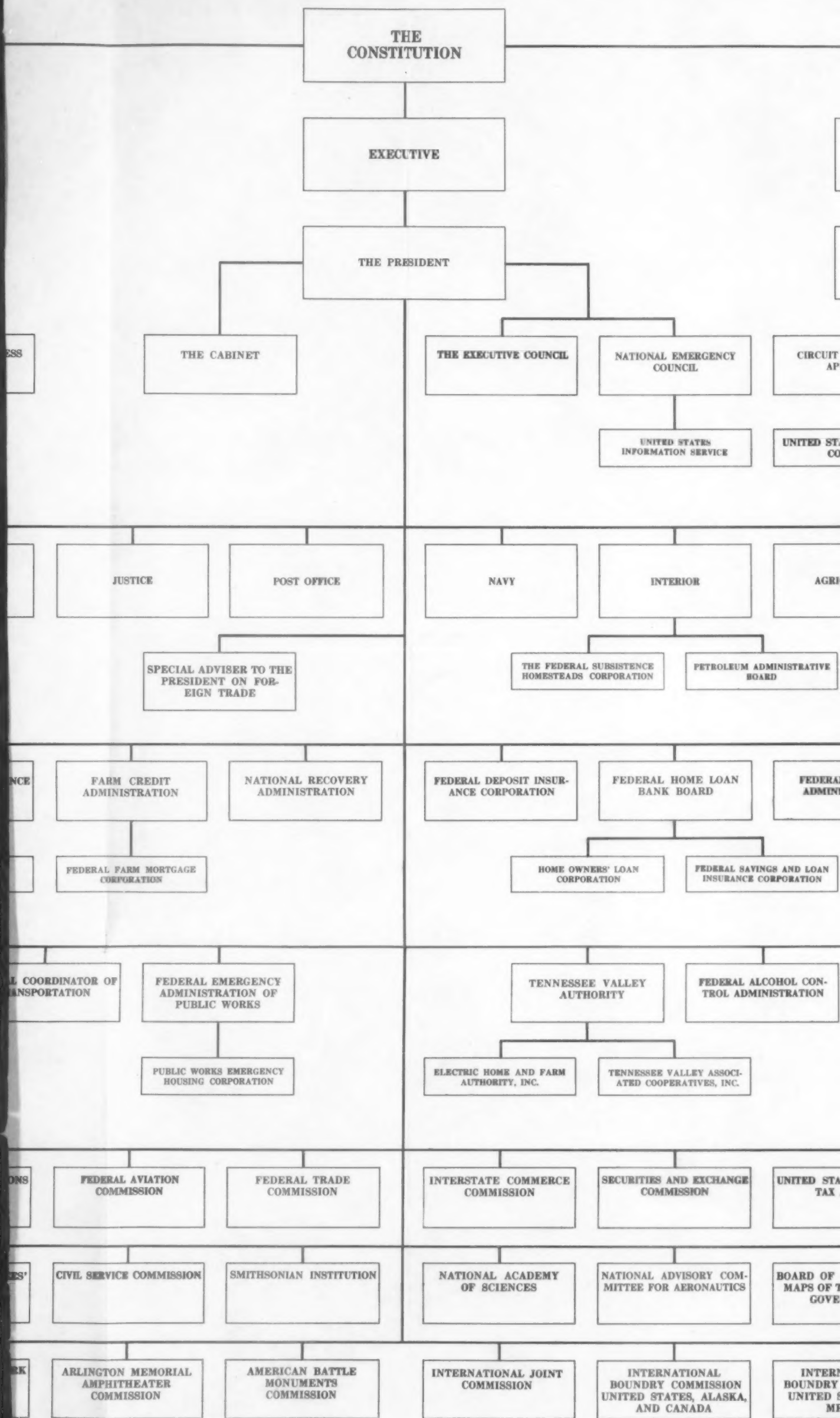


UNITED STATES OF AMERICA
THE FEDERAL GOVERNMENT



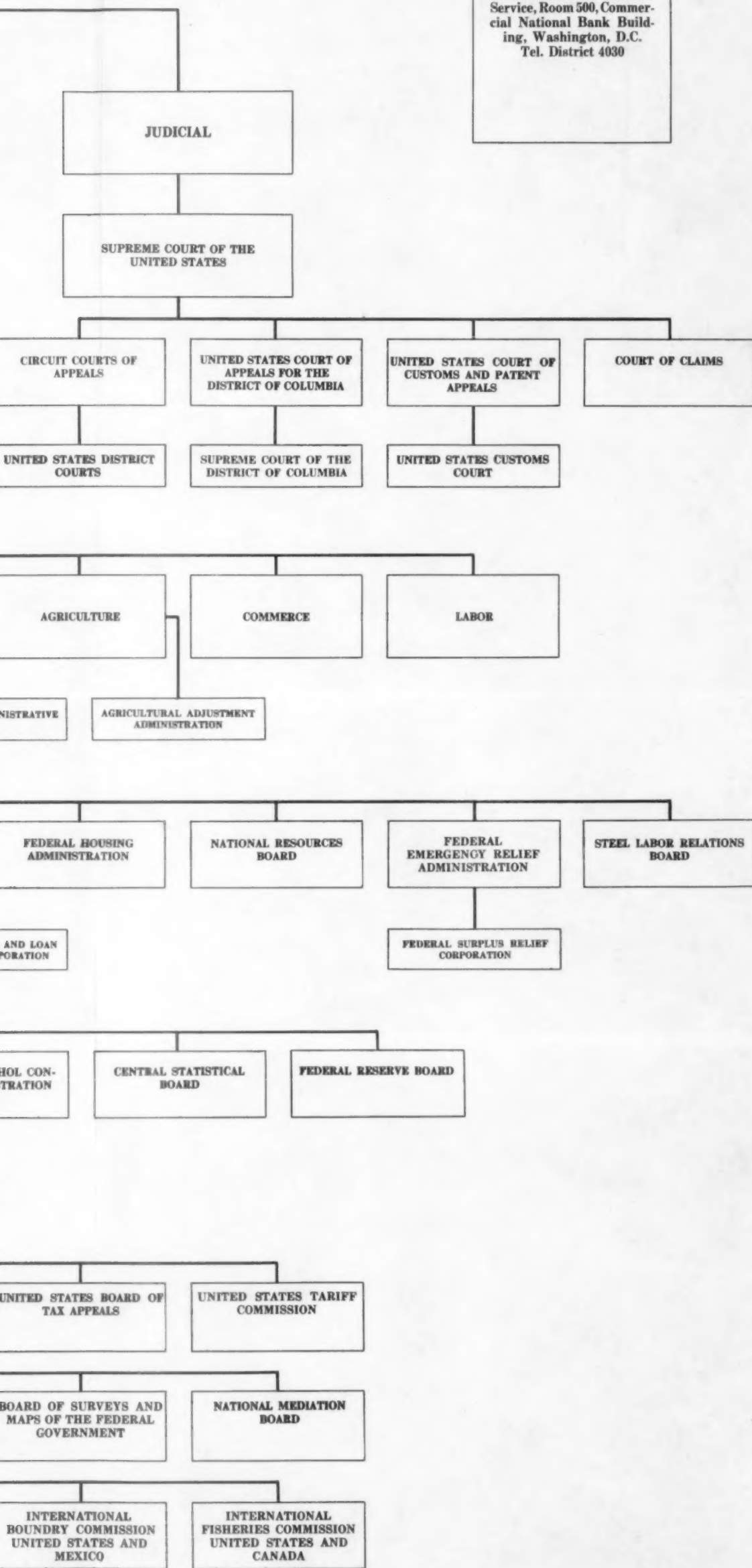
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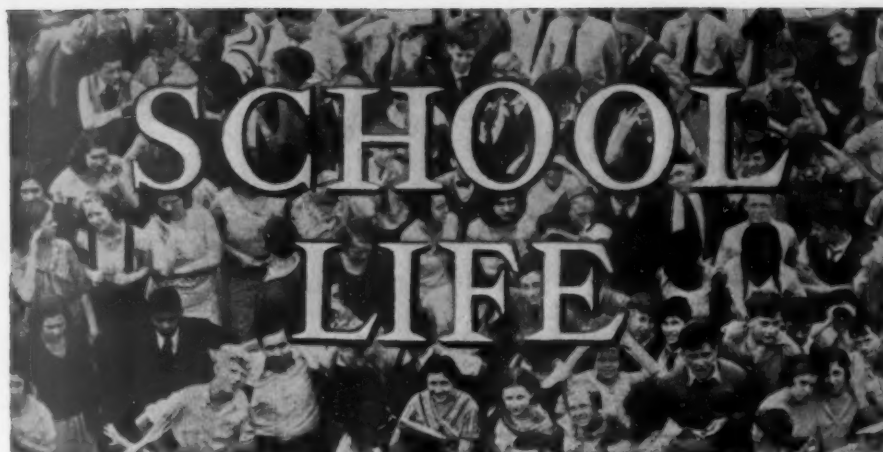
THE FEDERAL GOVERNMENT



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Information as to bureaus and lesser subdivisions of Government available at United States Information Service, Room 500, Commercial National Bank Building, Washington, D.C. Tel. District 4030





For September • 1934



The above photograph of Harrisburg, Pa., junior high school pupils was furnished by the Pennsylvania State Department of Public Instruction for use in *SCHOOL LIFE* and for the new Office of Education exhibit at the Century of Progress. See story on page 21.

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The cover sketch of President Roosevelt for this issue of *SCHOOL LIFE* was made by Homer Ohnimus, 20-year-old vocational rehabilitation student of Denver, Colo.

Since Last We Met

Drought comes on the heels of depression to plague education. Whether drought will also wither schools is not yet clear. We have heard of counties, however, in which "not \$1 of taxes will be raised."

Reliable facts on conditions confronting schools—county, city, and college—are now being sought by the Federal Office of Education. Analysis of the returned questionnaires will provide the first Nation-wide check up from these three sources in about 2 years.

Federal aid for education is this year's high-school debate subject. Send students looking for factual information to *SCHOOL LIFE*. This issue reviews Federal expenditures for education during 1933-34 and lists references for debaters. See last year's file and forthcoming issues also.

If you like *Schools Report*, this galaxy of bright ideas prepared by W. S. Deffenbaugh, chief of our American School Systems Division, will swim before your eager eyes monthly.

The Superintendent of Documents says that 34,000 more copies of *SCHOOL LIFE* were sold last year than ever before. Satisfied readers are invited to recommend *SCHOOL LIFE* to associates.

How would you like to be invited to make a tour of Europe, all expenses paid? That's what happened to Dr. Mary Dabney Davis, our specialist in nursery-kindergarten-primary education. So efficiently did she direct the work of organizing 2,500 emergency nursery schools that a foundation asked her to find out what Europe was doing. Russia, she found, in the forefront. They have copied and improved upon American equipment. Ivan of Moscow enjoys a jungle gym just as much as Johnny of Des Moines.

This is the 300th anniversary of secondary education in the United States. *SCHOOL LIFE* will carry many helps for those schools planning celebrations.

Ladies and gentlemen: The school world is large; *SCHOOL LIFE* is small, brevity our watchword. More information on any *SCHOOL LIFE* item or article can be obtained by writing to the author or editor.

Art Exhibits for Schools

UNCLE Sam "went in" for art in an endeavor to put thousands of artists to work—a national recovery program measure. The result of the Federal Government's cultural gesture has been the production of thousands of works of art which the general public of the United States may soon view in exhibits being arranged by the Public Works of Art headquarters in Washington, D.C.

Interest in Public Works of Art exhibits dates back to April 24 of this year, when works done by unemployed artists in every State were displayed in the Corcoran Art Gallery in Washington. Requests for similar showings in other parts of the country have been so numerous that arrangements are being made for a national circuit of the best work in this exhibition. The exhibition will travel in several vans, under the supervision of a leader who will interpret the art work to the public. It will probably require an entire year to cover the United States with such an art tour.

Numerous requests for P. W. of A. paintings and drawings have reached the Federal Office of Education and Public Works of Art headquarters from art museums and schools. Smaller art exhibits for small art museums, rural districts, and the schools are in preparation and will be circuited through the courtesy of the American Federation of Arts, Barr Building, Washington, D.C. These exhibits range in content to cover every phase of the Public Works of Art project, which included mural decoration, easel pictures in oil and water color, prints, etchings, lithographs, wood blocks, sculpture, wrought iron, textiles, and ceramics.

At least six different types of exhibits covering this work are to be had through the American Federation of Arts. The largest of these groups is made up of 30 original oils and 30 original water colors giving a complete pictorial record of the project sponsored by the Government. Subjects include industrial and farm scenes, landscapes, figure paintings, and still life. Artists of these works for the most part are young men and women who have not attained national recognition, although names of many prominent painters were included on the lists of artists employed.

★ EDWARD B. ROWAN, *Assistant Technical Director, Public Works of Art Project, Describes Exhibits and Tells Where They Are Available*

A second exhibit circuited by the federation includes a group of 20 water colors in both transparent and opaque media showing the range of expression and variations of handling used by artists in depicting their own individual environments.

Under the Public Works of Art project about 30 artists were sent to C.C.C. camps to produce a pictorial record of life and activities in the camps. Special arrangements are being made to send about 100 artists to these camps to continue this work of recording men working on dams, building bridges, washing dishes, cutting down trees, digging ditches, peeling potatoes, making beds, and staging amusing dramatics. Some

artists already have turned out memorable portraits not only of the leaders of these camps but of men in the rank and file. The value of such a record for future generations is inestimable. An exhibit of 25 objects covering this phase of the Government's art project is also available from the American Federation of Arts in Washington, D.C.

Fifty original prints including all of the print processes, assembled for their aesthetic content and produced by such artists as John Costigan, Don Freeman, Mabel Dwight, Agnes Tait, Paul Stoddard Russell Limbach, F. Townsend Morgan, Harry Leroy Taskey, and others are

[Continued on page 9]



COURTESY PUBLIC WORKS OF ART

"Three Churches" by Nancy Maybin Ferguson, a Public Works of Art Painting.

For Federal Aid Debaters

THE main subject for debate in high schools and junior colleges throughout the United States this year is: "Resolved that the Federal Government should adopt the policy of equalizing educational opportunity throughout the Nation by means of annual grants to the several States for public elementary and secondary education".

Debate coaches and debaters should find the following guide to published information on Federal aid to education very useful:

Ackley, C. E. What is the constitutional status of Federal grants to States? Nation's schools, 12:17-18, December 1933.

From cases cited, thinks the continuance of Federal grants in education within the several States "a matter for the determination of Congress—not the courts."

Addis, Wellford. Federal and State aid to higher education. In United States Commissioner of Education. Report 1896-97. p. 1137-1164. Washington, United States Government Printing Office, 1898.

Shows the beginnings of Federal and State aid, useful as a background in the study.

Amidon, Beulah. Schools in the red. Survey graphic, 23: 266-70, 295-96, June 1934.

A review of the evidence in favor of Federal emergency aid to education. Cites data supporting the fact that no thorough-going effort has been made "to set school finances in order, or to appraise the value to the child or the community of what the schools offer."

Barnard, Eunice F. Our schools face a day of reckoning. New York Times magazine, p. 3, 20, April 15, 1934.

Advocates a national program for education, whereby "a certain part of our tax dollar [be] apportioned equally among the youngsters of these United States," rather than an emergency relief fund for schools.

Barrows, Alice. [Statement concerning the section of Senate bill 3348 relating to school buildings.] In Hearings before a subcommittee on education and labor, United States Senate, Seventy-third Congress, second session... A bill to provide for additional appropriations for public works, to amend the National Industrial Recovery Act, and for other purposes. April 24 to May 30, 1934. p. 119-123. Washington,

★ MARTHA R. McCABE of the Office of Education Library Prepares Bibliography on Federal Aid to Education; Continued in October School Life

United States Government Printing Office, 1934.

Presents the needs for school buildings, and explains how, if the bill were passed, the school buildings, plans, and surveys would be made.

Bestor, Arthur E. The "A B C" of Federal emergency education. Journal of adult education, 6:150-54, April 1934.

An endeavor to make clear the whole situation of the Federal emergency relief program by retracing the various steps of the Nation-wide program of educational work with relief funds.

Blackmar, Frank W. The history of Federal and State aid to higher education in the United States. Washington, United States Government Printing Office, 1890. 343 p. (U.S. Bureau of Education. Circular of information, 1890, no. 1.)

A valuable study useful as a background in a study of Federal aid to education in colleges and universities.

Chamberlain, Joseph P. The constitutionality of Federal aid grants. State government, 4:5-7, October 1931.

Affirmative material.

Collins, Ross A. Shall our public schools be maintained? Congressional record, 77:6403-6, June 26, 1933.

Affirmative material.

Emergency Federal aid for education imperative; education the foundation of enduring recovery. Washington, D.C., National Education Association, 1934. 8 p. map.

Same in the Journal of the National Education Association, 23: 45-52, February 1934. A brief but emphatic statement of facts.

Federal aid: Six proposed steps. School Life, 19: 109, 128, February 1934.

National and civic groups unite on a plan which requests emergency help for education. The six steps in this proposed program are given in detail.

Federal relations to education; digests of meetings of the national advisory committee on education. Educational record, 11: 60-100, April 1930.

General treatment of the subject.

Fletcher, Brooks. Education for a changing world. Congressional Record, 78: 13023-25, June 27, 1934.

"Extension of remarks of Hon. Brooks Fletcher of Ohio, in the House of Representatives, Monday, June 18 (legislative day of Friday, June 15), 1934." This speech by a member of the congressional Committee on Education shows some of the Government's interest in education, its responsibility to education insofar as Federal legislation is concerned; and its duty in formulating a "practical businesslike policy of Federal cooperation with the States for the purpose of meeting such serious emergencies as this one . . ."

Frank, Glenn. The sword over education. Journal of the National Education Association, 22: 107-10, April 1933.

A few pertinent suggestions and figures as to what causes the present situation, and what will help solve the problems.

The Government takes steps to aid schools; the George-Ellzey bill. Journal of the National Education Association, 23: 93, March 1934.

This is a bill to provide for the cooperation by the Federal Government with the several States and Territories and the District of Columbia in meeting the crisis in public education.

Jenkins, Thomas A. The Federal Government must aid the schools in their present emergency. Congressional Record, 78: 13071-72, June 27, 1934.

Address by Hon. Thomas A. Jenkins of Ohio, before the Ohio State Teachers Association at Cedar Point, June 25, 1934. In favor of Federal aid: "If it appears to be the best and wisest course when Congress convenes again, such legislation should be attempted."

Johnsen, Julia E. Federal aid to education. New York, H. W. Wilson Co., 1933. 213 p. (Reference shelf, vol. 9, no. 3.)

Material for debaters; both sides of subject presented, with references for further reading for the negative and affirmative sides.

Johnson, George. Federal aid to education in the emergency. Catholic educational review, 32: 65-82, February 1934.

A story of the effort to secure Federal aid for education by "the embattled pedagogues"; points out fear of Federal control by some; the Catholic reaction to the question.

[To be continued in October SCHOOL LIFE]

Guidance Faces The New Deal

WHAT are the implications of the current economic, political, and social reconstruction for the performance of vocational guidance? Guidance is a function which was first recognized as a social responsibility only a quarter century ago, but which has rapidly gained widespread acceptance as an office of education. It has grown to meet a social need. If we are in the midst of fundamental social changes, what is their meaning for the exercise of the guidance function?

There seems to be at least two basal implications. In the first place, we appear to be making progress toward the creation of conditions in which guidance can really work. The present extension of social control points toward the development of the kind of society which is consistent with the fundamental assumption upon which guidance rests. To grasp this assumption we have only to look at the elements of the guidance process. These are, briefly: (1) The individual's study of the varied forms of service which society requires; (2) his study of his own abilities, limitations, interests; (3) his exercise of a rational choice of occupation on the basis of (1) and (2). The school facilitates and promotes this process, but it does not impose a choice upon the student, as such dictation would violate democratic ideals as we have interpreted them.

Reward vs. reason

Now, the essential premise of this procedure is that every occupation is endowed with such rewards as to possess an appeal to sufficient numbers of people to carry it on, and that all occupations offer the rich cultural existence which is demanded by democratic ideals. That we have not been justified in assuming such a condition in American life is patent to any open-minded observer. The enormous variation in occupational rewards is fully apparent to high-school boys and girls. Hence, every canvass of their vocational intentions reveals their avoidance of those occupations which are characterized by inadequate remuneration, social stigma, dull routine, and other features which degrade the person. They

¹ Associate Professor of Education and Sociology, University of Pittsburgh.

★ PERCIVAL W. HUTSON¹ *Points Out Two Vital Changes Which Confront Vocational Counseling as a Result of Social Reconstruction*

aspire to those walks in life which promise creature-comforts, social distinction, self-realization, and similar elements which exalt the person. Thus, reasoned choice is in considerable measure defeated, and the eventual occupational placement of the boys and girls is largely determined by their pressing need for employment to provide the means of existence and by the demand and supply of workers in various occupational fields.

To reduce the extraordinary inequality which exists between socially serviceable occupations is evidently one of the purposes of the present reconstruction. The establishment of minimum wages, the abolition of child labor, and the promotion of collective bargaining are activities which signify an intention to raise the humbler occupations out of the depths of degradation into which they have fallen. While these radical changes are being wrought under authority conferred by the National Recovery Act, there is a widespread feeling that they should not be regarded just as emergency measures but as first steps in the building of a new social order. Similarly, the varied procedures being employed by the administrators of the Agricultural Adjustment Act are indicative of a sincere desire to raise farming occupations from the deplorable status to which they have descended.

Narrower limits

At the other end of the occupational scale social pressures are being brought into play to restrict rewards. The Federal Securities Act is designed to bring under governmental supervision and restraint the scandalously lucrative occupation of security flotation. The licensing provision and the price-fixing power accorded the Nation's Chief Executive under the National Recovery Act are expressive of the popular feeling that all types of entrepreneurs should operate within narrower limits than heretofore. The investiga-

tions of the incomes of movie stars and the remunerations of corporation executives and directors are being popularly applauded, as was also the successfully applied pressure on the salaries of railroad presidents.

How far this present movement may go we cannot say; but it is proceeding in a direction which should be satisfying to guidance workers. If a due measure of self-realization can attach to all socially serviceable occupations, if those who discharge the humbler economic functions can enjoy genuine participation in the social and material culture of their time, the choice of vocation may be made on a rational basis.

The second implication of the current reconstruction is the probable alteration of an important point of view in the exercise of vocational guidance. That point of view is the conviction that guidance must not be compulsory, prescriptive, dictatorial, but strictly informative, advisory, monitory. Such a limitation on guidance has seemed to be an essential correlate of our democracy. It has been a matter of great pride with us that in our society every member has the right to aspire as high as he will; no one dares to close any door of opportunity to him. Authorities in vocational guidance have repeatedly stated this principle, warning guidance practitioners against any activity that might savor of an imposed choice. Consequently vocational counselors have exercised relatively little influence in the distribution of young people among the occupations. The right of the individual to make his own choice in a society offering such a divergence of rewards is met with a widespread determination to enter those careers most favored, regardless of qualifications. Actually, this conception of the individual's freedom is largely illusory in character, the heritage of social conditions which no longer exist.

[Continued on page 21]

Emergency Education Program

WHAT of the Emergency Education program this year?

The Federal Government's endeavor "to extend educational frontiers into new territory", which last year served nearly 1,500,000 pupils and relieved unemployment by placing nearly 50,000 persons on teacher pay rolls, will be continued this school year.

Administration of the program will, as heretofore, be under the general direction of the State Relief Administrations and chief State school officers.

The educational projects for which Federal relief funds will be allowed this year are as follows:

1. Literacy classes—to teach adults unable to read and write English.
2. Vocational training—for unemployed adults in need of vocational training or adjustment to make them employable in trade and industrial education, home economics education, agricultural education, commercial education, and for vocational adjustment and counseling for unemployed adults.
3. Vocational rehabilitation—for unemployed adults who are physically handicapped and need additional training in work opportunities.
4. General adult education—for unemployed and other adults who are in need of further general educational opportunities to fit them to take their part as self-respecting citizens in such fields as workers' education, parent education, avocational training, hobbies and handicraft classes, general academic education, general informal education, and cultural education.
5. Nursery schools—to develop the physical and mental well-being of pre-school children in needy unemployed or neglected or underprivileged homes.

Administrator Harry L. Hopkins points out that it is not permissible to use relief funds to place unemployed teachers in the regular public schools as "helping teachers" to relieve so-called "overcrowded conditions" or to teach home-bound, mentally deficient or retarded children music, recreation, or other activities in the regular public school grades.

State emergency relief administrations have been authorized to continue to make relief funds available for part-time employment of college students this school year. State departments of education

★ SUMMER Activity, New Authorizations, and Plans for the Future Briefly Outlined; Five-Point Program to be Followed This Year

shall determine which institutions of higher learning are eligible for such aid in case of dispute by the F.E.R.A. Education Division. The article in this issue on "Workshops" describes the expanded college student-aid program more fully. Dr. L. R. Alderman, director of the F.E.R.A. Educational Division, stresses strongly that this relief is for students. Every effort is being made, through this student-aid project, to reach not only recent high-school and college graduates and students not now in school or employed, but those who left classes during the past several years having been unable to continue financing their own schooling, or unsuccessful in finding employment. The cooperation of the United States Employment Service is being offered in advising those eligible to return to college and get part-time employment, to do so, thus decreasing the number on unemployment lists.

Up to this time no authorizations have been forthcoming relative to using Fed-

eral relief funds for paying salaries of teachers in rural schools. Last year more than 400,000 rural school children were taught in 19 States by teachers paid by Uncle Sam.

During the past summer 13 colleges and universities served as F.E.R.A. Supervising Training Centers for all of the 48 States and the District of Columbia. Short intensive courses of instruction for persons who will supervise the Emergency Education program in the States this school year were given at Harvard, New York University, University of Pennsylvania, University of Virginia, University of North Carolina, Peabody College for Teachers, Ohio State University, University of Chicago, University of Minnesota, University of Texas, University of Denver, University of Oregon, and University of California.

SCHOOL LIFE will continue to report in future issues about the Emergency Education program, its progress, and any new authorizations.



Lewis R. Alderman (left), Director, and Cyril F. Klinefelter, Assistant Director of the Emergency Education Program.

Federal Aid

TO WHAT extent does the National Government aid education? It is probable that every department of the National Government aids education either directly or indirectly in some way.

How much money from the National Treasury goes to educational activities? This question, however, cannot be answered so definitely. Certain appropriations are authorized by Congress for specific educational work while others are for services essentially educational, but not parts of any regular school programs. In addition, the Federal Government carries on many educational activities within various departments and bureaus the expense of which cannot easily be segregated as such. For example, certain work of the Children's Bureau and services performed by Army officers and by experts in the Department of Agriculture, the Bureau of Standards, and the National Academy of Sciences are educational. It is not possible, therefore, to make a complete statement of the Federal Government's educational activities or concerning the expenditures for same.

Owing to the difficulties encountered, it has been found necessary to limit this report to a summarization of Federal funds allotted to the States and Territories, or to be used within them, for, rather definite educational purposes.

Federal funds for education for 1933-34 fiscal year ended June 30, 1934, may be classified under two headings: First, ordinary appropriations, such as the continuing authorization for land-grant college funds, and those authorized for the year only, as that for the Federal Office of Education. Second, funds which were allotted to educational purposes during the year as a part of the Federal emergency program. Regular or ordinary appropriations are shown in Table I.

This list is more or less arbitrary. Activities of the Federal Government such as those rendered by the Naval Academy at Annapolis, by the Military School at West Point, by the Smithsonian Institution in the District of Columbia, and many other agencies are omitted from the tabulation. Four States receive aid regularly from the National Govern-

★ **TIMON COVERT, Specialist in School Finance,**
Reports How Much Government Spent to Aid Education During 1933-34

Table I.—Amount of Federal funds authorized as usual for educational purposes, 1933-34

Land-grant colleges (total).....		\$8, 205, 822
(a) For instruction in agriculture, mechanic arts, etc.....	\$2, 550, 000	
(b) For agricultural extension service ¹	5, 655, 822	
Office of Education (total).....		310, 500
(a) Salaries and general expenses.....	270, 500	
(b) Printing.....	40, 000	
Vocational education (total).....		² 7, 458, 000
(a) For training of teachers.....	910, 000	
(b) For agricultural education.....	3, 157, 500	
(c) For trade and industrial education ³	2, 510, 000	
(d) For home economics education.....	637, 500	
(e) For administration, research, and service by the Federal Office.....	243, 000	
Vocational rehabilitation.....		⁴ 969, 000
Bureau of Indian Affairs (total).....		⁵ 9, 386, 230
(a) For support and education of Indian pupils at 26 nonreservation schools.....	3, 755, 000	
(b) For subsistence of pupils retained in Government boarding schools during summer.....	90, 000	
(c) For the support of Indian schools not otherwise provided for, including pupil transportation, tuition to public schools, and expense of pupils placed with families for educational purposes.....	4, 941, 230	
(d) For education of natives in Alaska.....	⁶ 600, 000	
Federal oil and mineral royalties.....		⁷ 1, 250, 000
National forests funds.....		⁸ 940, 000
Public-land sale grants.....		⁹ 8, 000
Howard University (for colored).....		¹⁰ 1, 092, 500
Columbia Institution for the Deaf (District of Columbia).....		122, 200
For necessary school buildings and facilities on the Boulder Canyon Federal reservation.....		18, 000
Public schools of the District of Columbia.....		¹¹ 2, 495, 438
Total.....		32, 255, 690

¹ Includes administration, research, and service by the U.S. Department of Agriculture in connection with the grant.

² Actual allotment which is less than authorized due to the economy program.

³ Not more than 20 percent of this appropriation may be expended for home-economics education.

⁴ The Independent Offices Appropriation Act, 1934, authorized \$969,000 for vocational rehabilitation and provided that the minimum allotment to any State for the fiscal year should be \$8,840.

⁵ Does not include personal services and expenses of the national office in the District of Columbia, except those for the section dealing with education of natives in Alaska.

⁶ Estimate; 37½ percent of receipts from bonuses, royalties, and rentals received by the Federal Government is paid to the State within whose boundaries the leased lands or deposits are located. Grants are for roads or schools.

⁷ Estimate; 25 percent of national forests receipts, chiefly from timber and grazing rights, is paid to the States for public roads and schools of the counties in which the forests are situated.

⁸ Estimate; 5 percent of the receipts from the sale of public lands within the States is paid to the State for public schools or roads.

⁹ A considerable part of this apportionment was for building purposes.

¹⁰ Approximately a half million of this sum was for such institutions as the National Training School for Boys. Approximately 80 percent of the cost of government in the District of Columbia was paid by local taxpayers.

ment for their marine schools. Appropriations for these Federal institutions and the grants made for State marine schools are not included, although much of the work performed by them is educational. The reader should realize from the listing of major Federal appropriations for education, that an important part of the Federal Government's work in education is indirect and is continued year after year.

Funds authorized for appropriation or allotment by Congress do not equal, necessarily, actual allotments. In fact the appropriations here shown were automatically reduced in most instances for the year under consideration by terms of the economy program. Salaries of Government employees in the several agencies named were reduced 15 percent from July 1 through January and 10 percent from February 1 to June 30, 1934. Grants authorized * for educational purposes for the fiscal year 1934 exceeded \$29,000,000. This amount indicates roughly the size of the annual grants by the National Government for education. It is interesting to note incidentally here that most States enjoy a considerable yearly income for education from permanent school funds derived from national land and money grants. For example, the land-grant colleges of the several States receive at least a million dollars and the public schools (those below college grade) benefit to the extent of more than \$25,000,000 a year from this source.

Educational relief

The school year 1933-34 is unique in the annals of public educational finance. Large sums of money from the National Treasury were allotted to individual

* The amounts under 3 and 4 in the tabulation indicate actual allotments to States.

school districts throughout the country. Most of us are familiar with the emergency educational program, but a brief review of the steps taken by four emergency agencies may be helpful here.

Federal Emergency Relief Administration

Early in the summer of 1933 it became evident that school funds in a number of States would be far from adequate for even the barest needs of the 1933-34 terms. Reports to the Federal Office of Education from State departments of education, data assembled by such organizations as the National Education Association, and appeals from a number of national conferences of friends of education for financial assistance all served to convince the administrator of the Federal Emergency Relief Administration that unemployed teachers should receive Government aid. Accordingly Mr. Hopkins in August authorized the use of funds to pay teachers and other qualified persons on relief to teach in rural schools which would otherwise be closed and to teach classes of persons unable to read and write.

The authorization of the use of F.E.R.A. funds was extended in September to include general adult education, vocational education, and rehabilitation. Their use was further extended in October to include emergency nursery schools. In December \$2,000,000 a month was set aside for the emergency educational program to engage 40,000 unemployed teachers. The first authorization of funds was for the purpose of keeping schools open in places of less than 2,500 population; in February the Administrator authorized their use in places up to 5,000 population and for secondary as well as for elementary teachers.

Federal Emergency Administration of Public Works

Another agency of the recovery program, the Federal Emergency Administration of Public Works, as early as June 1933 made funds available for public school buildings and for buildings of institutions of higher learning supported wholly or in part by public funds. Allotments of funds were as follows: Outright grants equal to 30 percent of the cost of labor and materials on approved projects were made; if the applicant desired and could meet the legal requirements, a loan for the remaining 70 percent of the cost secured by bonds of the borrowing corporation at 4 percent interest, could be secured; if not, the applicant could supply the remaining amount from other sources.

Civil Works Administration

A third agency, the Civil Works Administration, authorized in November the use of funds for school building, repair, improvement, and extensions. In February, projects were created under the C.W.A. to aid 80,000 needy college and university students who desired to earn at least part of their expenses while in school. The work of this agency was brought to a close on March 31 and unfinished undertakings were assumed by the F.E.R.A.

Civilian Conservation Corps

In December the Educational Program for the Civilian Conservation Corps was inaugurated. This program was placed under the direction of the United States Commissioner of Education. A director, assistants to the director, and instructors working in cooperation with the United States Army placed educational opportunities before thousands of interested members of these camps.

Funds allotted to educational purposes by the four emergency agencies already mentioned played an important role in sustaining education during the last school year. This is evident when we examine the amounts or estimates of amounts allotted, as shown in table II.

Schools will benefit during the school year 1934-35 about as usual from funds regularly appropriated by the Federal Government. (See table I.) Concerning emergency funds, little in the way of definite information can be given at this time. It is hoped, however, that a plan can be developed that will enable public schools to continue in operation for their normal terms.

The Administrator of the F.E.R.A. has indicated that a larger number of college students will benefit this year than did last. Public Works grants and loans

Table II.—Amount of Federal emergency funds allotted to educational purposes during 1933-34

Federal Emergency Administration of Public Works.....		¹ \$74,000,000
Federal Emergency Relief Administration ²		² 24,415,613
(a) Nursery schools.....	\$973,740	
(b) Rural schools.....	16,924,000	
(c) College student aid.....	5,000,000	
(d) Adult vocational training.....	1,359,578	
(e) Adult vocational rehabilitation.....	283,690	
(f) Adult illiteracy.....	902,125	
(g) General adult education.....	3,972,480	
Civil Works Administration ³		³ 60,000,000
Civilian Conservation Corps, educational program.....		⁴ 817,169
Total.....		¹ 159,232,782

¹ Estimate.

² The F.E.R.A. and C.W.A. funds for education overlap somewhat owing to the fact that C.W.A. projects were discontinued on Mar. 31 and were taken over by the F.E.R.A.

³ Closest estimate.

⁴ Total obligations including supplies, equipment, and headquarters office expense from Jan. 1 to June 30, 1934.

[Continued on page 15]

Kentucky and New Jersey

ATENTION of SCHOOL LIFE readers is called to the published survey reports of Kentucky¹ and of New Jersey.²

The Kentucky report was made by a commission composed of five educators, a lawyer, a wholesale grocer, president of the State congress of parents and teachers, and a former United States Senator. As stated in the foreword to the report "This particular study was conceived within the State itself . . . and was made by Kentuckians for Kentuckians."

The report deals with (1) objectives of public education in Kentucky, (2) plan of organization and administration, (3) school costs, support of public education and financial administration. The commission says that many of the recommendations made in its report may be effected immediately without any additional outlay of funds and that "many of them will afford at a reduced cost the same measure of school service which the State has been realizing."

The commission adopted the following as its platform which the commission states "suggests the first steps to be taken by the General Assembly in making an improved program of public education available to the children of Kentucky."

1. The school laws should be revised and simplified.
2. There should be created a State board of education composed of the superintendent of public instruction as chairman and seven representative laymen of the State appointed by the Governor.
3. The elimination of small school districts and consolidation of schools should be effected.
4. The boards of education of all school districts should be elected at large and should have complete control of the schools of their respective districts.
5. The minimum qualification for teachers should be raised from 1 year to 2 years of special college training.
6. There should be created a council on public higher education.
7. The schools would welcome a reorganization of the State government providing a modernized State budget.
8. School boards should guard carefully their funds and should operate within their respective incomes.
9. The common school fund should be increased.
10. A satisfactory program of equalization can never be accomplished until a constitutional amendment is passed providing for a special equalization fund.

¹ Report of the Kentucky Educational Commission, State Department of Education, Frankfort, Ky., 1933.

² Report of the Governor's School Survey Commission, vol. I, School Costs and Economies in the State of New Jersey; vol. II, Reconstruction of the System of Public School Support in the State of New Jersey, December 1933.

★ W. S. DEFFENBAUGH *Describes Published School Reports of Kentucky and New Jersey for School Life*

The New Jersey Survey Commission was composed of 24 persons representing many different walks of life. The commission, however, called upon Dr. Paul R. Mort, Teachers College, Columbia University, to direct the research staff in collecting and analyzing the data and Dr. Harley L. Lutz, Princeton University, to act as advisers in taxation.

Since "every item in the report was given careful consideration by the commission, both as a group and as individuals", it represents the views of the commission made up of representative citizens of the State.

Volume I of the New Jersey survey report contains an analysis of school costs and points out economies that might be effected. Real savings in school costs, the commission reports can be made through: (1) slight increases in class size in grades 1 to 8 and the elimination of small classes in academic high-school subjects; (2) the increase of size of classes in home economics and industrial arts in the elementary and secondary schools and the increase of class size in vocational and other special schools; (3) the increase in class size for mentally and physically handicapped children; (4) the elimination of mandatory regulations requiring all schools to accept 5-year-olds; (5) the decrease in the number of janitorial-engineering employees; (6) a more careful consideration of such factors of the operation of the school plant as the purchase and firing of fuel and the costs of lighting; (7) the better utilization of buildings; (8) the more careful planning of buildings to reduce depreciation and obsolescence and to increase utilization; (9) the reorganization of rural districts to make rural school districts larger and more efficient; and (10) the reorganization of transportation to eliminate waste.

The commission calls attention to dangers to be avoided in increasing class size, saying that "care should be taken to safeguard interests of individual pupils."

The objection to the mandatory regulation requiring all schools to accept 5-year-olds it appears is not directed against kindergarten classes but against the reception class which "forces a child to spend 2 years in school before entering the second grade without having the advantages normally found in the kindergarten."

Volume II treats of the basic situation of school finance in New Jersey. The commission thinks that the following are the weaknesses in public-school finance in the State:

1. The placing of too large a burden upon the poor districts.
2. The property tax.

Speaking of the first the commission says: "Whereas the ablest districts in New Jersey have received from State aid an amount of money sufficient to operate a program as costly as that provided in the poor districts, the poor districts have had to levy a local tax of from 20 to 35 mills to provide the meagerest types of educational opportunity."

Of the second weakness which has arisen from the property tax situation the commission says: "While the schools have had to depend upon the property tax almost entirely for their support, the State of New Jersey has been slow in taking from the property tax the undue burden of all government, State and local. This has brought about a lack of stability in the school finance structure throughout the State in depression times, and will result in a lack of responsiveness to the need for change in the educational program in better times."

The plan proposed for financing the schools of the State provides for supplementing the proceeds of a 4.75 mills local tax based on equalized valuation by sufficient State aid to guarantee to every district a minimum program costing \$57 per elementary pupil in average daily attendance and \$98 per high school pupil.

Art Exhibits

[Continued from page 2]

represented in another exhibit for showing this winter.

The fifth exhibit is a photographic record of the entire project, giving in this medium a complete résumé of the work accomplished and including a lecture on the general project and outstanding works by the writer. Organizations or schools not caring to use the photographs in connection with this lecture may secure a group of 50 lantern slides dealing with the same material.

An exhibit has been especially designed for secondary schools. It is one which includes some 40 items covering for the most part original examples of every phase of the project and containing a sketch of a mural, etchings, lithographs, aquatints, monotypes, pen and ink and pencil drawings, water colors, wood blocks, linoleum blocks, oil paintings, textiles, and photographs of sculpture. This group also includes a number of works showing C.C.C. men at work. Material discussing the process and medium accompany each exhibit.

A complete list of these and other art exhibits available for showing in schools and at educational meetings may be secured from the American Federation of Arts, Exhibition Department, Barr Building, Washington, D.C. Since the Carnegie Corporation has granted the federation a substantial sum to help cover the cost of assembling, packing and boxing, as well as transportation to the first point in the circuit, and insurance on the exhibits, any of the traveling art shows may be secured at a very small rental fee.

★ The Paris Pact

PLANS for the sixth year of The Paris Pact in American High Schools have been announced by Arthur C. Watkins, director of the National Student Forum on the Paris Pact. Information about international relations projects for use this year may be obtained from the National Student Forum on the Paris Pact, 532 Seventeenth Street NW., Washington, D.C.

★ Health Tests

TEACHERS engaged in health instruction will be interested in the "Objective Tests for Cleanliness and Health", recently published by Prof. C. E. Turner, Massachusetts Institute of Technology. The tests were developed in the sixth grade of the schools of Malden, Mass.

New Books and Pamphlets

Activity Programs

The Activity Movement. The thirty-third yearbook of the National Society for the Study of Education. Pt. 2. Bloomington, Ill., Public School Publishing Co., 1934. 320 p. (Paper, \$1.75; cloth, \$2.50.)

A detailed consideration of the activity movement with comments and criticisms by well-known educators.

The Initiation of an Activity Program into a Public School, by Fay Adams. New York, Bureau of Publications, Teachers College, Columbia University, 1934. 80 p. (Contribution to education, no. 598) \$1.50.

A study of the difficulties involved in introducing an activity program into the classrooms of the public schools.

An Introduction to Progressive Education (the Activity Method) by S. E. Burr. Cincinnati, C. A. Gregory Co., 1933. 72 p. illus. 50 cents.

Discusses the development of a "unit of work", creative literature and literary appreciation, creative art and art appreciation, creative music and music appreciation, and other topics.

Project Making in Elementary Science, by Grace F. Ramsey. New York, American Museum of Natural History, 1934. 25 p. illus. (School service ser. 1934, no. 9) 15 cents.

Describes basic techniques and gives suggestions for using simple materials in making projects to tell the story of elementary science.

Teachers' Lesson Unit Series. William A. McCall, ed. New York, Teachers College, Columbia University, 1931-34.

A series of units of work contributed by teachers. A specimen group: Indians. No. 17, Indians of Florida. Gr. 3. 24 p. 25 cents. No. 27, Indians of the Southwest. Gr. 4. 20 p. 25 cents. No. 33, The Hopi Indians. Gr. 3, 16 p. 20 cents. No. 48, Life of the Plains Indians. Gr. 2, 52 p. 40 cents. No. 59, The Plains Indians: Source material for unit 48, Gr. 2, 32 p. 25 cents.

Adult Education

Bibliography on Parent Education, October 1932 to January 1934. Selected from current magazines and pamphlets. New York, Child Study Association of America, 1934. 29 p. mimeog. 10 cents.

Includes both popular and technical material in the field of parent education.

Regional Surveys of Adult Education, a review prepared for the American Association for Adult Education, by

Jacques Ozanne. New York, American Association for Adult Education, 1934. 48 p. 50 cents.

A summary of the objectives and methods of 27 regional surveys in the interests of adult education.

A State Plan for Adult Education, by Lyman Bryson. New York, American Association for Adult Education, 1934. 69 p. 50 cents.

A survey of the range of the State program for adult education in California.

Character Education

Building Character through Dramatization, by Jessica Childs. Evanston, Ill., Row, Peterson & Co., 1934. 374 p. \$2.

Contents. Auditorium activities for children. Auditorium activities for adults. Oral expression, an outlet for creative activity.

Character Education in Soviet Russia, ed. by W. C. Trow, tr. by P. D. Kalachov. Ann Arbor, Mich., Ann Arbor Press, 1934. 199 p. illus. \$1.25.

Contents. The Young Pioneer Organization. The Communist education of Young Pioneers. Principles of Pioneer organization. The role of the leader. Self-activity and the Pioneer activity. Work with the children's activity.

A Community Serves its Youth, a case study of the scope and relationship of agencies dealing with high-school students in a suburban community, by Frank W. Herriot. New York, 1933. 223 p. (Association Press, National Council of Y.M.C.A., New York.) \$2.

A study of community agencies which maintained character development as one of their major objectives.

Education for Character. Research bulletin of the National Education Association. vol. 12, no. 2 and no. 3. Washington, National Education Association, 1934. 25 cents each.

Contents. Pt. I, The social and psychological background. Pt. II, Improving the school program.

Guides to Economic Changes

Some Suggestions for the Study of Modern Problems, a bulletin for teachers, by H. B. Bruner. New York, Teachers College, Columbia University, 1934. 66 p. 15 cents. (National crisis series.)

Suggestions for teaching the New Deal.

America Must Choose; the advantages and disadvantages of nationalism, of world trade, and a planned middle course, by Henry A. Wallace. N.Y., Foreign Policy Association and World Peace Foundation, 1934. 33 p. 25 cents.

[Continued on page 20]

SCHOOL LIFE

VOL. XX



NO. 1

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SEPTEMBER 1934

WELCOME!

Welcome to another year of SCHOOL LIFE service!

This year it is hoped that this official journal of the Federal Office of Education may better serve its readers and the educational world in general.

Features that have been most interesting and useful in the past will be continued. New departments and information expected to be most helpful to school workers and friends of education during 1934-35 will be added to SCHOOL LIFE's unique service.

Future issues will continue to supply latest reports on Federal aid to education, the national high-school debate subject. There will be articles on secondary education in commemoration of the secondary school tercentenary. New departments will include city school reports of progressive practices and activities throughout the United States; Our Bulletin Board to begin in October telling readers what they want to know at a glance, digests of new books and pamphlets, and up-to-the-minute news of the Emergency Education Program.

Let us know if SCHOOL LIFE service is helpful to you, or how you think it may more effectively help you in your educational work.

LEISURE

Very interesting is the following definition of "leisure" by Dr. Thomas D. Elliott, Northwestern University: "As distinct from unemployed idleness, leisure is unhired time, accompanied by purchasing power."

INTER-AMERICAN CONFERENCE ON EDUCATION

The United States will be officially represented at the Second Inter-American Conference on Education to be held at Santiago, Chile, September 9 to 16, by a delegation consisting of Dr. John C. Wright, Assistant Commissioner for Vocational Education; Dean William Frederick Notz, of the Georgetown University School of Foreign Service; Assistant Dean Harold Benjamin of the University of Minnesota School of Education; and Miss Faith Hunter Dodge, Journalist and Instructor of Spanish in the Hirsch Senior High School, Chicago.

The conference was called by the Inter-American Federation of Education and meets under the auspices of the Chilean Government. Among its main purposes are the encouragement of a close and cordial union between the peoples of America by means of public education; better cultural relations between American colleges and universities of every kind; and closer exchange of ideas and practices in the fields of pedagogic technique and scientific research.

CREDIT DUE

Credit for the photograph used to illustrate the article "The Child in Vacation Days", in May SCHOOL LIFE was inadvertently omitted. The photograph of children in Sunnyside Play School was furnished by the Summer Play Schools Committee, Child Study Association of America, New York City.

STUDENT HISTORY AND CIVICS

Students in Portage County, Ohio, will soon be writing histories of their own communities. The information they prepare will be collected and compiled as a county history and civics to be used in the public schools. Portage County Historical Society is sponsoring the 2-year program that is expected "to acquaint students with rich historical background of their home region, and to develop their historical sense." Principal R. S. Hadsell, Hiram, Ohio, president of the society, is appealing for copies of local histories, geographies, or comprehensive commu-

nity studies to serve as guides for the students in preparation of the historical writings.

★

Dr. John G. Rockwell was elected commissioner of education for Minnesota to succeed E. M. Phillips, effective August 1, 1934.

STAR SONGS

★

I

*Have you seen a lavender sky
Holding a silver star,
And a frail cloud sailing by
From afar and afar?*

*Who that has seen a star
Bright in a lavender sky
Would trade for the sun or the day?
Not I! Not I!*

II

*My heart dropped suddenly then,
Very swift and low,
And where and how it fell
I do not know.*

*But it dropped when a shining world,
Very far and bright,
Fell from the depths of the sky
Into the night.*

*A mighty, living world
In a headlong fall,—
And it looked like a pin prick of light
Gone to nothing at all!*

*Losing its place in the sky—
A flash through the air—
A world is forever lost,
And no one to care,—*

*Except that my heart fell then,
Very swift and far;
My heart and the sky are friends
And they lost a star.*

★

JOSEPHINE MILES

Los Angeles High School

Los Angeles

BIOGRAPHICAL NOTE.—Josephine Miles wrote "Star Songs" during her first year in high school. This and many later poems by her have been published in successive annual issues of the Los Angeles High School *Anthology of Student Verse*. She is now at the University of California at Los Angeles, where she is especially interested in philosophy, and is doing brilliant work in a creative writing class. Her poems have been included in the last three volumes of *First the Blade*, an annual poetry anthology representing the colleges and universities of California.

Selected for School Life by Nellie Sargent, Evander Childs High School, New York City.

Consumer Education Aids

THE so-called "forgotten consumer" is claiming the interest of various Government agencies today. Indeed, why should Uncle Sam not give ear to so universal a need as that for adequate protection of the consumer?

Who is the consumer? He is not alone the miner from Illinois, the farmer from Kansas, or the teacher from Montana. The consumer group includes every Congressman, every manufacturer, every merchant, every Wall Street broker, and every worker in the Public Works Administration in the United States. *SCHOOL LIFE* is therefore glad to pass on to its readers these brief statements from several agencies in the Government, which show how they are contributing to the welfare of the consumer. More detailed reports of the most active agencies will follow in future issues.

Federal Trade Commission

Until the passage of the Securities Act in 1933 this Commission's work was devoted chiefly to the prevention of unfair methods of competition in interstate commerce. Its service to the consumer comes through its attempts to eliminate unfair methods of competition from the field of interstate commerce, for the Federal Trade Commission Act was based, after careful consideration of alternative methods of regularizing interstate trade, upon the theory that the consumer would benefit most from the competitive system so regulated as to eliminate from it the ruthless and unfair methods which had theretofore been all too prevalent.

The Securities Act of 1933 was passed to protect the consumer as respects the sale of securities in interstate commerce, through (1) providing penalties for fraud and misrepresentation in the sale of such securities and making remedies and redress available for the person victimized, and through (2) making it mandatory, as a condition precedent to the offer for sale of securities, that those responsible therefor make public all the material facts concerning the securities proposed to be sold, subject to specified liabilities on their part for misstatements or false statements or inadequate statements, so as to enable the

★ **FLORENCE FALLGATTER**, *Home Economics Education Specialist*, Tells of Consumer Education Helps for Teachers; Continued in October School Life

respective purchaser to base a judgment upon all the material facts, instead of upon half truths, falsehoods, or gross frauds, which have so frequently characterized sale of securities in the past.

The act provides, in addition to the various remedies made available for the aggrieved purchaser, that the Commission may take steps to bring about the institution of criminal proceedings involving a fine of not more than \$5,000, or imprisonment for not more than 5 years, or both, for willful violation of the terms of the act, and may also cause to be instituted proceedings to restrain further violations thereof.

Consumers' Counsel

The Consumers' Counsel is an integral part of the Agricultural Adjustment Administration. Its primary duty is to safeguard the interests of unorganized and inarticulate people against exorbitant price increases, profiteering, and the sale of deleterious or dishonestly packaged

merchandise. In addition it is aiding in the task of educating the consuming public to purchase intelligently and obtain the maximum real value from its dollars.

One of the fundamental tasks of the Consumers' Counsel is that of defending consumer interests in the marketing agreements and codes of fair competition now under the administration of the Agricultural Adjustment Administration. The consumers' representative participates in the formation of marketing agreements through informal conferences of the industry, at the public hearings and in administrative conferences where a final decision as to modification, acceptance, or rejection is reached.

Probably the most important job of the Consumers' Counsel has been its educational activity. The Consumers' Guide, the official organ of the Counsel, appears bimonthly and reaches 10,000 consumer groups, county agricultural agents, field workers, individuals, and the press. It gives an up-to-date survey of farm and retail prices of important foods. It points out the extent to which various groups of distributors have used the processing tax as a cloak for profiteering. In addition it contains information on grades and standards and surveys the agricultural program as it affects consumers.

Publications Available

1. Consumers' Guide. Issued by the Consumers' Counsel of the Agricultural Adjustment Administration, Washington, D.C.
2. Statement of General Policies and Model Drafts for Marketing Agreements and Codes of Fair Competition. Agricultural Adjustment Administration. October 1933. Form M-14. United States Government Printing Office.

Consumers' Advisory Board

The organization and function of this Board is reported as follows:

Executive office.—Directs the operations of the Consumers' Advisory Board's

Consumers' Guide

THE Consumers' Counsel of the Agricultural Adjustment Administration, in cooperation with the Bureau of Agricultural Economics, Bureau of Home Economics, and Bureau of Labor Statistics, publishes *The Consumers' Guide*. This publication, free upon request to Frederick C. Howe, Director of the Consumers' Counsel, delves into data of the Agriculture, Labor, and Commerce Departments to furnish consumers full and correct information on prices, quality of commodities, costs and efficiency of distribution.

staff; clearing point for operations between sections of staff; other N.R.A. sections, and the public.

Code section.—Analyzes codes from consumer viewpoint; presents recommendations at code hearings; files reports with Division and Deputy Administrators, making recommendations in accordance with views of the Consumers' Advisory Board in fulfillment of the duties assigned to it, and based upon information supplied by industries, Consumer Price Investigation Section, and Consumer Complaints Section.

Consumer Complaints Section.—Answers consumer complaints; acts as counsel for complainants, conveying complaints to proper N.R.A. authorities for possible action; compiles and tabulates information from complaint files for use by Consumers' Advisory Board code advisers and staff and for other divisions of the N.R.A.

Consumer Price Investigation Section.—Makes studies of prices under the codes for specific use of consumer advisers at hearings and for executives; assembles information required for handling complaints and prepares material relating to price complaints referred to administrative authorities.

Consumers' education section. (Central office in process of formation.) Aids in the organization of Consumers' Councils in the various counties of the country and furnishes them with a plan of information and action on consumers' problems.

Publications available

1. A summary and recommendations in relation to establishing a Consumer Standard's Board and funds for basic testing have been prepared by the Board and can be obtained from the National Recovery Administration.
2. Bulletin: The Consumers' Advisory Board. A statement of its functions. 1933. United States Government Printing Office. 5 cents.

National Emergency Council Consumers Division

A Consumers Division has been established in the National Emergency Council to promote the understanding and treatment of consumer problems through the collection, analysis, and dissemination of factual economic information and to act as a coordinating agency between the Consumers' Advisory Board and the Consumers' Counsel. The Consumers Division is developing local consumer councils, which will aid in the adjustment of price complaints and act as channels for the exchange of information between the Government and consumers. It receives, analyzes, and refers consumer complaints to the proper agency for adjustment. It assists in improving statistical information relating to consumer problems

through cooperation with other agencies of the Federal Government.

Two hundred County Consumers Councils are being organized on an experimental basis, about four in each State. The membership is unpaid and consists of representative consumers. Councils receive Government aid in securing quarters for meetings and for clerical assistance. The Consumers Division sends them data of significance to consumers, and they, in turn, serve as sources of information to the Consumers Division. Despite their brief existence, the Councils, when well selected and led, have proven their potential usefulness as channels of information concerning local consumer difficulties.

The staff of the Consumers Division in Washington has devoted time and energy to projects for improving and making more effective the consumers services of the Federal Government, including statistics of retail and wholesale prices and the physical volume of retail sales, standards of quality and labeling, and consumer representation at price hearings. The coordination of the work of consumer agencies is expected to become an increasingly important activity of the Division. Much attention has been given to the development of projects for consumer education and the dissemination of information to the Councils.

[To be continued in October SCHOOL LIFE]

Schools Report



A CITIZENS Committee on Public School Finance in Minnesota says: We recognize the need for economy, but declare that it must be had without further sacrifice of efficiency. We favor any reorganizations of school districts that will insure better and more nearly equal educational opportunities for all the children of the State, and suggest that such reorganization should be encouraged by provision for giving greater State aid where reorganization will bring about a higher degree of educational efficiency.—*Leaflet, Plan for School Relief.*

A committee appointed by the State Superintendent of Public Instruction of California to report on the local unit of school administration in that State has reached the conclusion that legislation should be enacted to provide ways and means for the establishment of larger units of school administration. The plan proposed by the committee involves (1) retention of democratic control in school administration; (2) consolidation of elementary and secondary school administration; (3) greater efficiency in school administration.—*California Schools, Vol. 5, April 1934, p. 114.*

The Pennsylvania School Directors' Association has appointed a committee to cooperate with the State Education Association and the State Department of Public Instruction in a study of the unit of school administration and its financing.—*Public Education Bulletin, State Department of Public Instruction of Pennsylvania, February 1934.*

The public schools of Grand Rapids, Mich., held demonstrations during the

month of May to suggest pleasurable activities for the right use of leisure.—*Hobby Suggestions for the Citizens of Grand Rapids.*

In the 8A hygiene course in the junior high school general curriculum of Baltimore, Md., there is a unit on Quackery and Nostrums.—*Baltimore Bulletin of Education, March-April-May 1934.*

Speech correction work was carried on for 1,129 children of the schools of Denver, Colo., during the year 1933-34. Correction of speech difficulty was made for 34 percent of the children who stammered, for 45 percent of those who lisped, and for 52 percent of those with phonetic difficulties.—*School Review, Denver Public Schools, June 1934.*

The schools of Minneapolis, Minn., in cooperation with the Child Welfare Institute have been making a study of fatigue among kindergarten children and observations of kindergarten children behavior.—*School Bulletin, Minneapolis Public Schools, June 7, 1934.*

"Progress of Youth" was the theme of the Commencement Pageant of the Pasadena, Calif., schools in June.—*Pasadena School Review, June 13, 1934.*

Of all the teachers now in service in Pennsylvania 98.8 percent hold standard certificates or some other form of certificate indicating a greater amount of preparation than that required for the standard certificate. In 1920-21 only 70.5 percent of the teaching force had such certificates.—*Letter of June 15, 1934, from State Department of Public Instruction to county and district superintendents.*

W. S. DEFFENBAUGH

Meetings

- AMERICAN COUNTRY LIFE ASSOCIATION. Washington, D.C., November 16-19.
- AMERICAN PRISON ASSOCIATION. Houston, Tex., September 17-21.
- AMERICAN PUBLIC HEALTH ASSOCIATION. Pasadena, Calif., September 3-9.
- ASSOCIATION OF AMERICAN MEDICAL COLLEGES. Nashville, Tenn., October 29-31.
- ASSOCIATION OF LAND-GRANT COLLEGES AND UNIVERSITIES. Washington, D.C., November 19-21.
- COLLEGE ENTRANCE EXAMINATION BOARD. New York, N.Y., October 31.
- CONNECTICUT LIBRARY ASSOCIATION. Storrs, Conn., September 11 and 12.
- FEDERATION OF COLLEGE CATHOLIC CLUBS. Jacksonville, Fla., September 2-4.
- GIRL SCOUTS, INC. Boston, Mass., October 24.
- ILLINOIS CITY SUPERINTENDENTS ASSOCIATION. Springfield, Ill., November 21 and 22.
- MAINE LIBRARY ASSOCIATION. Belfast, Me., September 13-14.
- MAINE TEACHERS ASSOCIATION. Portland, Me., October 25 and 26.
- MASSACHUSETTS TEACHERS FEDERATION. Boston, Mass., October 20.
- MINNESOTA EDUCATION ASSOCIATION. Minneapolis, Minn., November 1-3.
- MISSOURI STATE TEACHERS ASSOCIATION. Kansas City, Mo., November 8-10.
- MONTANA EDUCATION ASSOCIATION. Billings, Butte, Great Falls, and Kalispell, October 25-27.
- NATIONAL ACADEMY OF SCIENCES. Cleveland, Ohio, November 19-21.
- NATIONAL CONFERENCE OF JUVENILE AGENCIES. Houston, Tex., September 17-21.
- NATIONAL CONGRESS OF PARENTS AND TEACHERS. Lynchburg, Va., October 24-26.
- NATIONAL COUNCIL OF PARENT EDUCATION. Washington, D.C., November 1-3.
- NATIONAL COUNCIL OF TEACHERS OF ENGLISH. Washington, D.C., November 29-December 1.
- NATIONAL INTERFRATERNITY CONFERENCE. New York, N.Y., November 30.
- NATIONAL RECREATION CONGRESS. Washington, D.C., October 1-5.
- NATIONAL SAFETY COUNCIL. Cleveland, Ohio, October 1-5.
- NEBRASKA STATE TEACHERS ASSOCIATION. Lincoln, Nebr., October 24-27.
- NEW ENGLAND HOME ECONOMICS ASSOCIATION. Boston, Mass., October 6.
- NEW HAMPSHIRE LIBRARY ASSOCIATION. Exeter, N.H., September 10-12.
- NEW JERSEY LIBRARY ASSOCIATION. Newark, N.J., October 8.
- NEW YORK CONGRESS OF PARENTS AND TEACHERS. Long Beach, N.Y., October 1-4.
- NEW YORK LIBRARY ASSOCIATION. Lake Mohonk Mountain House, September 24-29.
- NEW YORK STATE COUNCIL OF CITY SCHOOL SUPERINTENDENTS. Saranac Inn, N.Y., September 24-26.
- NEW YORK STATE TEACHERS ASSOCIATION. Niagara Falls, N.Y., November 26-27.
- NORFOLK COUNTY TEACHERS ASSOCIATION. Boston, Mass., October 26.
- NORTHERN BAPTIST EDUCATION SOCIETY. West Somerville, Mass., October 30.
- PENNSYLVANIA LIBRARY ASSOCIATION. Hershey, Pa., October 11-13.
- RHODE ISLAND INSTITUTE OF INSTRUCTION. Providence, R.I., October 25-27.
- SOUTH DAKOTA EDUCATION ASSOCIATION. Huron, S.Dak., November 25-28.
- TEXAS STATE TEACHERS ASSOCIATION. Galveston, Tex., November 29-December 1.

UNITED CHAPTER OF PHI BETA KAPPA. Cincinnati, Ohio, September 10-12.

VIRGINIA EDUCATION ASSOCIATION. Richmond, Va., November 27-30.

WISCONSIN TEACHERS ASSOCIATION. Milwaukee, Wis., November 1-3.

WYOMING LIBRARY ASSOCIATION. Laramie, Wyo., September 10-11.

Publications

A NUMBER of new Federal Office of Education publications have come from the press since the June issue of *SCHOOL LIFE* was prepared. They are as follows:

Summary of the National Survey of Secondary Education, Bulletin 1932 No. 17, Monograph No. 1, Price 25 cents.

A 232-page résumé of Survey findings as published in 27 other monographs.

The Horizontal Organization of Secondary Education, Bulletin 1932 No. 17, Monograph No. 2, Price 20 cents.

Dealing with programs of different types of secondary schools, guidance, characteristics of pupils, attitudes, activities, correspondence courses, summer high schools, and part-time cooperative curriculums, this 273-page bulletin is one of the most important monographs of the National Survey of Secondary Education.

Teachers' Problems With Exceptional Children, Pt. I, Blind and Partially Seeing Children, Pamphlet No. 40, Price 5 cents.

One of every 500 children in school needs the advantages of sight-saving classes. The total number of such children would, therefore, be about 50,000. In 1930 only 4,829 pupils were enrolled in sight-saving classes. This pamphlet was prepared in an endeavor to stimulate wider interest in providing special instruction for the thousands of partially seeing children still unprovided with educational facilities suited to their needs.

Teachers' Problems With Exceptional Children, Pt. II, Gifted Children, Pamphlet No. 41. Price 5 cents.

Every school teacher should read this low-cost 45-page pamphlet. It explains the teacher's problem with the exceptionally bright boy or girl, and suggests what the perplexed instructor may do to aid the gifted child.

The Cost of Going to College, Pamphlet No. 52. Price 5 cents.

How often does the high-school student or graduate, the guidance officer or adviser find himself in need of information on the cost of a college education? This pamphlet tells where information on this subject may be secured, and supplies facts about college tuition, fees, board, room, incidentals, minimum costs, typical expenses, cost of fraternity memberships, and student aids.

[Continued on page 17]

Recent Theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan is as follows:

ADAMS, FAY. The initiation of an activity program into a public school. Doctor's, 1933. Teachers College, Columbia University. 80 p.

ALDERMAN, LEWIS R. Adult education under public auspices in the United States. Doctor's, 1933. American University. 260 p. ms.

BELKNAP, C. PARKS. Curricular selection, retention, and change by students registering on the "M.A." level in the School of Education, New York University, during registration periods February 1930-February 1932. Master's, 1933. New York University. 76 p. ms.

CUTHBERTSON, DAISY. The exceptional child in the elementary schools of North Carolina. Master's, 1929. North Carolina College for Women. 26 p. ms.

DIX, VIVIAN. The appreciation of music: what are the most potent factors in its development? Master's, 1934. Boston University. 133 p. ms.

FORD, THOMAS B. The educational contributions of the United States Commissioners of Education, 1867-1928. Doctor's, 1933. American University. 121 p. ms.

GIFT, ELMER B. The changing conception of teaching United States history in grades 7 and 8 in the schools of Kansas. Doctor's, 1932. University of Kansas. 127 p. ms.

GRUEN, FERDINAND B. English grammar in American high schools since 1900. Doctor's, 1934. Catholic University of America. 292 p.

KELLY, ELIZABETH. Comparative study of achievement in reading of 100 normal children and 100 sub-normal children. Master's, 1934. New York University. 48 p. ms.

KNAPP, DENNIS R. The extra-instructional status of teachers in typical high schools of West Virginia. Master's, 1934. West Virginia University. 106 p. ms.

MCGUIRE, SAMUEL H. Trends in principles and practices of equalization of educational opportunity. Doctor's, 1933. George Peabody College for Teachers. 115 p.

MESSICK, JOHN D. Discretionary powers of boards of school control. Doctor's, 1934. New York University. 225 p. ms.

ODGERS, GEORGE A. Education in Hawaii, 1820-93. Doctor's, 1933. Stanford University. 259 p. ms.

ROTHNEY, JOHN W. M. Interests in relation to school success at the high-school level. Doctor's, 1934. Harvard. 162 p. ms.

SHELLY, PAUL C. The status of music in the high schools of New Mexico. Master's, 1934. New Mexico State Teachers College. 57 p. ms.

SPARKS, HELEN. Grade placement of children's reference books. Master's, 1931. Colorado State Teachers College. 63 p. ms.

THOMPSON, MERRITT M. The educational philosophy of Giovanni Gentile. Doctor's, 1930. University of Southern California. 217 p.

RUTH A. GRAY

"Workships"

THE student-aid program of the Federal Emergency Relief Administration for the 1934-35 school year has been enlarged somewhat in number of students to be aided and broadened considerably as to the type of work which these students may do.

During last spring when about 75,000 students were aided, the quota of a college or university was 10 percent of its full-time enrollment. This has been increased to 12 percent. With more time for institutions to prepare, it is expected that this year approximately 100,000 students will be aided. Last year it was provided that students should be assigned to work of the sort customarily done by students who are paying their way through college. This year it is provided that they may be assigned also to work off the campus of the sort which will increase the usefulness of the college to the community.

Possibilities under this new regulation are interesting indeed. Fields in which much useful work might be done are opened up. Medical or dental students, for example, might be used in some sort of health work connected with the administration of relief. Home economics students might be used in nutrition work. Other students might teach in illiteracy classes. Others might help manage and conduct public forums connected with adult educational activities of the community.

The American Council on Education is taking an active interest in helping develop these new fields. The Council has called together representatives of five universities in the District of Columbia to form a committee which has as its assignment the seeking of all kinds of new and useful work opportunities for students in connection with social, recreational, educational and other public or semipublic activities of the District. C. R. Mann, executive director of the Council, reports that indications are that the procedure will prove of real value. He recommends that college and community leaders should work together on this matter. He sees in it an opportunity to develop valuable closer relations between a college and its community.

Commenting upon the plan in a recent letter to President L. D. Coffman, of the

★ **JOHN H. MILLAR, F.E.R.A. Educational Assistant,**
Tells of Town-Gown Cooperation Through Federal Aid

University of Minnesota, Dr. L. R. Alderman, director of the Educational Division of the Federal Emergency Relief Administration, said:

"As the relief program evolves to meet new conditions, more and more people are becoming aware that education in its broader sense is a major force toward attaining lasting relief. We are anxious to guide the emergency educational activities of F.E.R.A. in ways that will be of maximum permanent benefit. If Federal funds can be used to bring school and work closer together, to make the transition from one to the other more natural and less disturbing to the average boy and girl, a permanent benefit will be attained. Many people today are seeking to reach this general objective in different ways.

"Under the new regulations governing the student aid program, young men and women may work off campus at jobs which will increase the usefulness of the educational institution to the community. This provision has been deliberately made

broad so that the maximum amount of local ingenuity and initiative may be displayed in devising 'socially desirable work.'

"The American people have learned a great deal about promoting new enterprises in business and industry. Promoters have been tempted to great exertion by possibilities of large profits. But in the field of service activities—education, recreation, health, welfare, research, public administration, etc.—there is little accumulated experience as to technique of promotion and little possibility of profits to attract private promoters. Society will have to accept the responsibility for this type of promotion. Young people have qualities needed as promoters—enthusiasm, enterprise, ingenuity, initiative, and courage.

"If this line of thinking is sound, then it brings us to the conclusion that in any specific college or university it would be well to have representatives of the student body working with representatives of the faculty in devising and dis-



COURTESY OF F.E.R.A.

The three students shown above are engaged in library research work at the University of Virginia.

covering the jobs to which students aided by Federal funds should be assigned. In fact, the student-aid project might be regarded as a major experiment in the discovery and creation of new work opportunities. The more young men and women know about devising jobs for

themselves, the better off they will be when they leave college."

Following are certain points about the plan which may answer questions that are in the minds of many:

Average amount to be earned is \$15 per student per month. In no case

shall a payment exceed \$20. There is no stated minimum monthly amount, but there is a minimum of 30 cents per hour that can be paid for work done.

Aid is to be given only to students who could not otherwise attend college. Determination of eligibility is up to the institution.

The institution will select work to which students may be assigned, and is responsible for their supervision. In a case where a student is assigned to work for some outside agency, such as a hospital or park board, the actual supervision may be done by the employer, if the college so requests.

All institutions of a collegiate or university character, of the sort which are public in their nature, are eligible to participate in the plan. Schools and colleges which are run as business enterprises are ineligible.

Money is paid an institution in a lump sum monthly, to be disbursed by that institution. Therefore, all students will have to apply to institutions, not to relief agencies.

Jobs are to be allocated between boys and girls in proportion to the enrollment of each in the particular institution.

Electrifying Education

THE ANNUAL Report of the Ohio School of the Air (1933-34) by Roy Reichelderfer, assistant director, was issued recently by the Ohio State Department of Education. It contains a very good evaluation of the broadcast lessons.

Teachers interested in the influence of radio may secure a free copy of *Radio as a Cultural Agency*, edited by Dr. Tracy F. Tyler and published by the National Committee on Education by Radio, 1201 Sixteenth Street NW., Washington, D.C. This 160-page paper bound book contains the proceeding of the National Conference on the Use of Radio as a Cultural Agency in a Democracy, held in Washington, May 7 and 8.

Dr. Frederick H. Lumley is the author of a new 318-page book entitled *Measurement in Radio*, published by Ohio State University. It contains a comprehensive account of the methods used in making educational and commercial surveys and much other information arranged so that it is easily available for reference purposes.

Commissioner Hampson Gary is chairman of the Broadcasting Division of the new Federal Communications Commission. Col. Thad H. Brown and Judge Eugene O. Sykes (ex-officio) are the other two members. Copies of Public Law No. 416, Seventy-third Congress creating the Federal Communications Commission may be purchased for 5 cents each from the Superintendent of Documents, Government Printing Office, Washington, D.C.

A series of 10 physical geology films are being photographed in the national parks this summer by National Park Service in cooperation with The University of Chicago and Erpi Picture Consultants.

Prof. Wilber Emmert, director of visual instruction, of Indiana State

Teachers College, Indiana, Pa., is the new president of the department of visual instruction of the N.E.A. Prof. Ellsworth C. Dent will continue as secretary. His address is N.E.A. Headquarters, 1201 Sixteenth Street NW., Washington, D.C.

An average of 300 films (35 percent sound and 65 percent silent) are in weekly circulation among C.C.C. camps in National and State parks.

More than 1,300 sets of film slides have been prepared by National Park Service and are in circulation in the C.C.C. camps in their jurisdiction.

The R.K.O. Distributing Corporation recently announced that they have purchased the following books for motion pictures to be released during the 1934-35 season: *Anne of Green Gables*; *Freckles*; *Laddie*; *The Last Days of Pompeii*; *The Little Minister*; and *The Three Musketeers*.

It is gratifying to note that the producers of the screen version of *Little Women*, which was so successful during the past season, plan to produce screen versions of other well-known classics.

Miss Mary G. Hawks is the author of a pamphlet entitled *Motion Pictures—A Problem for the Nation*. Copies may be obtained free of charge from the National Council of Catholic Women, 1312 Massachusetts Avenue NW., Washington, D.C.

A good list of sources of films, slides and other visual aids is included in a handbook entitled "Materials of Instruction." This handbook may be obtained free or at small cost from Mrs. Edna Richmond, Fairmont State Teachers College, Fairmont, W.Va.

CLINE M. KOON

Federal Aid

[Continued from page 7]

for school buildings are available under conditions similar to those of last year. The educational program of the C.C.C. continues to function and no doubt will be carried on even more effectively than last year. Educational activities in the Tennessee Valley Authority, expenditures for which are not available at present, will expand with the development of the project.

An additional potential source of assistance to education was authorized by Congress near the close of the last session in the act relating to loans for industrial and other purposes. This act authorizes the Reconstruction Finance Corporation to make loans not to exceed \$75,000,000 prior to January 31, 1935, to public-school authorities on adequate security for the purpose of payment of teachers' salaries due prior to June 1, 1934. Assistance for worthy qualified Indian youth is authorized in a provision of the appropriation act for the Bureau of Indian Affairs for the present fiscal year; this authorizes the use of \$12,000 for loans to Indian youths to be repaid within 8 years to enable them to take courses in institutions of higher learning.

Other Countries Tell Us

THE Sexenal Plan adopted by the National Revolutionary Party of Mexico for the presidential term 1934-40 is based on the principle that:

The most important social problem of our country is the distribution of the land and its more efficient development from the viewpoint of national interests, which are intimately connected with the economic and social liberation of the large number of peasants who directly work the land.

Of course on that basis, most of the projected schemes are for rural Mexico. A National Agrarian Commission, an autonomous department, with an appropriation of not less than 4,000,000 pesos a year is to hasten the distribution of lands and waters required by the peasants, divide up large estates, and carry on interior colonization. A minimum of 50,000,000 pesos is set aside for irrigation projects; cattle raising is encouraged and cattle breeding centers established; forests are to be conserved and large areas reforested; a series of public highways and railways is planned; and all subsoil wealth is nationalized.

Into this large plan, public health and education are generously woven. The Department of Health is to have 3.4 percent of the National budget for 1934, the percentage to increase about 0.4 yearly to 5.5 percent in 1939. Any surplus for health work is to be used in toto for rural areas. States and municipalities must increase their funds for sanitary purposes. A technical personnel to be spread over the entire country in the proportion of at least one nurse for every 10,000 persons is to be trained. By every possible means known to medical science, leprosy, onchocerciasis, tuberculosis, and venereal diseases are to be combatted. The party pledges itself to laws and campaigns to lessen the use of intoxicating drinks and to forbid absolutely traffic in stupefying drugs.

Education is to have 15 percent of the Federal budget in 1934 and to increase its part 1 percent a year until 20 percent is reached in 1939. The Party proclaims that:

The primary school is a social institution and, as such, its teachings and the conditions to be fulfilled by teachers, in order to comply with the social function, must be those set by the State as the genuine and direct representative of the people at large; no right being conceded to private individuals (who have a false and exaggerated idea of individual liberty) to organize and manage schools independently of State control.

★ JAMES F. ABEL *Describes Mexico's Sexenal Plan of Public Health and Education: Fifteen Percent of Federal Budget for Education*

The Federal, State, and municipal governments are bidden to come to an agreement as soon as possible for coordinating their education activities in such a way that the latter are not freed of their obligations, but the technical supervision and administration of primary schools is left with the Federal Government.

Believing that Mexico is now training enough men for the liberal professions, the chief effort will be in technical and rural education, particularly technical agriculture. A technical board of agricultural education is formed, an institute of professional orientation is established, and the Federal government will offer scholarships to encourage technical education. The number of rural schools is to be increased by 1,000 in 1934; 2,000 in each of the succeeding four years; and 3,000 in 1939. In January of 1934 amendments to the Federal labor law gave the ministry of education control over the "Article 123" schools. These are the schools that must be set up and maintained by employers for the children of their employees, if the employees are more than 100.

The Minister of Public Education says of this ambitious program which I have outlined only in part:

The country wishes to evolve in this rapid form, seeing that it has lost an entire century sleeping with folded arms, and during this century the world has advanced. If we wish to overtake it, we shall have to follow this course.

Will this sexenal program of public health and education be carried out? The accomplishments in education in Mexico, particularly in rural education, in the past decade give considerable assurance that it will.

Education received 4.01 percent of the National budget in 1921; 14.67 percent in 1933. Primary and normal education expended 7,940,490 pesos in 1929; 10,080,563 in 1934. Federal secondary schools numbered only four in 1926. They then enrolled 3,500 students and cost some 700,000 pesos. In 1934 there were 17

such schools, 10 in the capital and 7 in the States, with 8,128 students and an expenditure of 1,438,445 pesos. Federal rural primary schools, institutions that were nonexistent when the present education movement began, totaled 8,024 in April of 1934 with an enrollment that must have reached well over 400,000.

Figures for 1930 for the percent of illiteracy, inability either to read or write among persons 10 years of age and over, are available for 5 of the States with a total population of 1,811,795. Compared with those for 1921, they summarize as follows:

State	Percent of illiteracy	
	1921	1930
Aguascalientes.....	54.40	49.99
Campeche.....	59.38	53.60
Coahuila.....	50.68	43.56
Mexico.....	67.54	69.63
Nayarit.....	59.30	55.51

But these statistical data, valuable as they are to measure progress or decline, convey little idea of the vigor and spirit that animate the educational movement in Mexico. They do not tell of the changed concepts of the rural school, of how it is an instrument to better the economic and social conditions of the communities rather than a place to teach children reading, writing, and arithmetic; of the cultural missions that move from section to section to spread a knowledge of more hygienic and generally better living; of the dignity that is being given to indigenous arts, crafts, and cultures; of the plans to unite through education all the many different peoples of Mexico; of the attempt in short to build Mexico into a strong nation with its own individual and striking ideals and practices of national life.

To C.C.C. Educational Advisers



★ YOU ARE conversant, I know, with the dominant aims of the C.C.C. educational program as stated in the Handbook for Advisers prepared by the Office of Education and approved and published by the Secretary of War. You will

recall that the third of these six objectives reads as follows:

"To develop as far as practicable an understanding of the prevailing social and economic conditions, to the end that each man may cooperate intelligently in improving these conditions."

As our educational program got under way in the camps, it became apparent that suitable text material in the general field of the social sciences was not available. The textbooks are too big, too dull, and are written for the most part at a mental level above that of many enrollees. Obviously, it was necessary to prepare special materials definitely for use by enrollees under camp conditions, if we were to accomplish this third objective which is regarded by some as the most vital in the program.

With the necessity of preparing suitable study materials in the social sciences and with no money to accomplish that desirable end, Commissioner Zook went to the General Education Board with the request for \$40,000 for that purpose. The officers of the General Education Board investigated what you are doing and as an expression of their faith in the work that you are carrying on and their interest in helping 300,000 men to a better understanding of the social order in which they live, granted our request last June 15, and made \$40,000 available to be administered by the American Council on Education.

The Office of Education soon thereafter chose as director of this study materials project Dr. P. W. Bidwell, economist of high standing, formerly a member of the Yale University faculty, assistant chief economist of the United States Tariff Commission, and at present a professor of economics at the University of Buffalo. Dr. Bidwell immediately set about the task of choosing half a dozen men for full-time service in preparing study materials, together with some other specialists who will furnish professional

C. S. Marsh, C.C.C. Educational Director, Sends a Monthly Message to Educational Advisers and Enrollees in the 1,468 Camps Throughout the United States

consulting service in their several fields. His staff has worked long and faithfully during the hot summer weeks here in Washington, and the product of their labors will soon be in your hands.

Here is Dr. Bidwell's statement of the plan:

The preparation of a series of pamphlets on social and economic subjects for the young men in the camps involves, first, selecting suitable topics, and secondly, writing in the language of the "civies" and with due consideration for their point of view. Our chief criterion in the selection of the topics in the first series of pamphlets has been the interests of the 300,000 young men to whom they are addressed. What social or economic topics are these young men talking about and thinking about? For answers to this question, we have relied to a considerable extent upon the information supplied by the educational advisers in the camps, but we have not been guided entirely by what they tell us that the boys *want to know*. We have included in our list some topics about which we feel the boys would want to know if their educational background had been richer. The boy, for example, who has had very little to do with banks, would not naturally express an interest in currency problems. In other words, we are not aiming simply to satisfy a want for knowledge already in existence; we are also preparing to satisfy a demand which we ourselves hope to stimulate.

The writing must be in simple language, using a vocabulary which will perhaps not exceed 800 or 1,000 words. It would obviously be absurd to attempt to discuss our topics in technical jargon. Without sacrificing sense to sensationalism, we hope to write in the

vernacular of our readers. Our ideal is to present each subject in a fresh and original way and to avoid "writing down" to our readers or diluting textbook materials. Information will, of course, have to be supplied in the pamphlets, but we shall subordinate descriptive material to the discussion of a few underlying principles.

Two methods are being utilized in the preparation of the pamphlets. Some of the manuscripts will be prepared outside of Washington by persons competent in their respective fields, but the bulk of the writing will be done by a small group which has been assembled in Washington. The group consists of able young men trained in social sciences at graduate schools of leading universities.

Let me urge every camp adviser to make the utmost use of these pamphlets. We are committed to the task of giving each enrollee "as far as practicable an understanding of the prevailing social and economic conditions." These pamphlets have been written by a staff who are familiar with camp conditions, and whose sole aim has been to put into your hands material that is sound in scholarship, attractive in format and effective in the presentation of subject material. In every single C.C.C. camp we should have a group of enrollees seriously studying each of these pamphlets.

Publications

[Continued from page 13]

Instruction in the Effects of Alcohol and Tobacco, Leaflet No. 38. Price 5 cents.

"With the repeal of the eighteenth amendment there is renewed interest in public-school instruction in the effects of alcohol on the human being", writes Dr. James F. Rogers, M.D., author of this document. School people may be interested to know the legal requirements for instruction in the public schools of effects of alcohol and narcotics, as revealed in this bulletin.

The Welfare of the Teacher, Bulletin 1934, No. 4. Price 10 cents.

"It goes without saying that the work of the school centers in the teacher", said former United States Commissioner of Education Dr. George F. Zook. "It is the duty of the teacher to make the most of the physical powers which he or she possesses, and it is the duty of boards of education to provide healthful conditions of work, both mental and physical." This publication reports present practices of city schools with reference to health examinations of teachers both before and after employment, and the granting of leave on account of illness and for purposes of study and recreation.

Free Guides

C.C.C. Educational advisers and other readers of *SCHOOL LIFE* who desire them may still obtain free copies of the Federal Office of Education series, United States Government Publications Useful to Teachers. Circular numbers and subjects of these publication guides are as follows: No. 28, Geography; No. 48, Science; No. 50, Home Economics; No. 51, Health Education; No. 54, Parent Education; No. 68, Physical Education and Recreation; and No. 78, Work of the Government. Address requests to Commissioner of Education, Department of the Interior, Washington, D.C.

The VOCATIONAL Summary



Home Economics • Agriculture

Rehabilitation

Trade and Industry

REGIONAL agents of the Federal Office of Education agricultural education service were busy during the summer holding conferences with teachers of vocational agriculture in a number of States. At these conferences, which were called at central points by State supervisors of agricultural education, principal topics of discussion were emergency measures put in operation during the past year by such organizations as the Agricultural Credit Administration, Farm Credit Administration, Subsistence Homesteads Division, and the Civilian Conservation Corps. The relation of vocational education to these programs was also discussed. As a result of these conferences, agricultural teachers in the various States are inaugurating classroom instruction in these emergency programs.

Keep courses up to date

From Miss Madge Coble, assistant supervisor of home-economics education for North Carolina, come some interesting notes with respect to changes made in their courses by home-economics teachers in the State, as a result of surveys of needs and conditions of homes in their communities. One teacher who found that families in her neighborhood do practically all of their own sewing is placing special emphasis on clothing construction. Another who discovered that the depression had forced mothers of a number of her pupils to do outside work, thus throwing the burden of home affairs on the daughters, is including a course in home management for first-year girls. Still

another is stressing canning, since she found that only fruits are canned by most of the housewives. The need of year-round gardens is taught by a fourth teacher who finds that many families devote all their time to the raising of tobacco. Special attention has been given also by most of the teachers during the past 3 years to the wise expenditure of money for clothes, food, and furnishings, in order to conserve the family funds.

Federal appropriations

The George-Ellzey Act, which was signed by the President May 21, 1934, authorizes Congress to appropriate for vocational education each year for 3 years, \$3,084,603—\$1,031,020 for vocational education in agriculture, \$1,032,191 for vocational education in trade and industry, and \$1,021,392, for vocational education in home economics. The allotments for agriculture are based upon the ratio of the farm population of the State or Territory to the total farm population in the United States and its Territories; for trade and industrial education, upon the ratio of the nonfarm population to the total nonfarm population; and for home-economics education, upon the ratio of the rural population to the total rural population. This act takes the place of the George-Reed Act, which expired June 30, 1934.

Operators and managers

A new outlet for employment has been opened recently to graduates of vocational agriculture courses in Arizona. In Tucson a corporation set up for the pur-

pose of managing farms acquired in foreclosures and similar transactions by banks, trust companies, and individuals, is placing vocational agriculture graduates on the farms as managers and operators.

They like it

A course of training for hotel employees, carried on in Miami, Fla., in which the instructors are local hotel staff members selected for their experience and given special teacher training, the students are persons in and around Miami, and the training ground is provided in Miami hotels, is proving highly successful. It is sponsored by an advisory committee of the Greater Miami Hotel Association, who cooperate in the instruction program with Charles C. Stoker, supervisor of the Department of Trade and Industrial Education, of Miami, and Bruce V. Davis, coordinator for the Dade County Board of Education.

The hotel fraternity in Miami heartily favors this training plan because (1) it eliminates transportation expense involved in importing employees trained elsewhere, (2) it gives employment to local people, (3) it insures expenditure of their earnings in Miami, (4) it insures good service from employees, who anticipate employment from year to year, (5) local workers are better prepared than outsiders to give information on local activities and points of interest, and (6) local employees can live in their own homes instead of the hotel, take greater interest and pride in the success of the hotel, and are available at any season of the year in an emergency.

Similar courses, which are sponsored by the State Hotel Association, are carried on in a number of other Florida cities.

Project loans launched

Production loans for financing supervised farm practice projects undertaken by boys enrolled in vocational agriculture departments in rural high schools—this is one of the latest developments in the field of agricultural credit. Under this plan vocational agriculture students, who need funds for livestock, seed, fertilizer or similar supplies with which to start a supervised farm project, may obtain them on a group basis in a chapter of the Future Farmers of America or similar organization of vocational agriculture students. Such a group may borrow from a production credit association set up under the Farm Credit Administration through an adult farmer known as an "adult borrower", who will give a "master" note for the total amount and divide it among the student borrowers. This arrange-

ment has been perfected through the cooperation of the agricultural education service of the Federal Office of Education and the Farm Credit Administration.

Project conference

An all-State high-school girls' conference on home projects was held for the first time at Iowa State College during the week of August 20. Girls from vocational home-economics schools in the State, who had done outstanding work and had made significant contributions to their homes through home projects undertaken as part of their homemaking courses were sent to the conference.

Texas towns profit

Diversified programs to train boys and girls in diversified occupations in their home communities, as a part of their school work, have recently been established in four Texas towns—Georgetown, Mount Pleasant, Sinton, and Yoakum. Among the fields in which this training is given are: Banking, salesmanship, embalming, carpentry, electrical work, windmill and farm machinery work, machinery repairing, baking, printing, nursery and floral work, motion-picture projecting, dental assistance work, journalism, jewelry and watch repairing, photography, meat cutting, stone cutting, and blacksmithing. Given practice for a part of the day in one or more of these occupations, students frequently get employment locally in one of these fields upon completion of their school courses. Trade, professional, and industrial establishments in these towns are enthusiastic over the program and have cooperated generously with the school authorities in putting it into practice. The regional agent of the Federal Office of Education for the southern region has assisted in promoting this plan.

Find jobs—Go to school

Even farm boys—graduates of vocational agriculture courses—are finding it difficult these days to secure profitable employment in their chosen field, especially when there is nothing for them to do on the home farm. But in Oregon and several other Western States some of these boys—particularly those in part-time courses—are, with the help of their instructors, conducting surveys for the purpose of searching out possible openings for their services in their own communities. And, having located such openings, these boys, with the further assistance of

their teachers, will base their part-time courses on the types of farming followed on the farms represented in these openings. In Oregon this survey plan is under the direction of the State Supervisor of Agricultural Education, Earl R. Cooley, who has already enlisted the aid of several teachers in the plan. These farm placement studies will uncover among other things, the farms for rent, farms for sale, and farms on which owners are willing to take young men trained in agriculture as partners or assistants. This plan, in which a representative of the Federal Office of Education agricultural education service is cooperating, will be extended to other States as rapidly as feasible.

Coordinator plan

A plan to place a coordinator of trade and industrial education in every industrial center of the State has been formulated by the State Department of Education in Indiana. Under this plan men



Future bakers at school

who have had extensive industrial experience involving supervision and training of workers, will be employed to act as liaison officers between industry and the school offering instruction in industrial education. They will recommend necessary modifications in courses of study to harmonize classroom instruction with actual working practice in the industry; visit places where evening and part-time students are employed and where day-school students are preparing for employment; advise with pupils concerning their preparatory instruction needs; recommend to employers persons who have fitted themselves, through instruction, for employment and advise with industrial officials regarding the proper placement and probable success of those who have entered employment. The liaison officers will also seek adjustments when such seem desirable for the worker and the employer by

helping to promote and organize trade-training classes and by assisting in teaching these classes.

Death takes staff members

In the past 4 months the Office of Education has lost two of its staff members by death—Mr. Arthur P. Williams, agent for agricultural education, and Miss Edith M. Thomas, agent for home-economics education. Mr. Williams died May 31, and Miss Thomas July 11. A graduate of Hobart College and the New York State College of Agriculture, Mr. Williams was successively an agricultural teacher, high-school principal, and State supervisor of agricultural education in New York State, and agent for the Federal Board for Vocational Education, now a part of the Office of Education, which position he held for 13 years. Prior to her service with the Federal Board for Vocational Education, which covered a period of 12 years, Miss Thomas, who was a graduate of Hood College, served as a teacher of home economics in Maryland and as supervisor of home economics in Florida and North Carolina. Both Mr. Williams and Miss Thomas did outstanding work in their respective fields.

Personnel changes

Miss Ella Rose, head of home-economics teacher training in the University of Minnesota, is on sabbatical leave studying at Ohio State University. Dr. Grace Gordon Hood is acting head of the teacher training program in Miss Rose's absence.

Miss Elizabeth Todd, who is a member of the home-economics teacher-training staff at the University of Illinois for the past several years, has been appointed head of the teacher-training work in home economics at the University of Georgia.

W. P. Loomis, formerly with the State Department of Education in Pennsylvania as supervisor of industrial education, has returned to that organization as chief of industrial and continuation education.

E. C. Comstock, State supervisor of industrial education for Alabama, resigned July 1 to accept a position as coordinator of part-time cooperative trade and industrial courses in Jacksonville, Fla., which position he held from January 1 to June 30 under leave of absence from Alabama. E. R. Plowden, coordinator of part-time classes at Paul Hayne Opportunity School, Birmingham, Ala., succeeded Mr. Comstock as State supervisor in Alabama, July 1.

New Books and Pamphlets

[Continued from page 9]

Lists—Lists—Lists

Books of General Interest for Today's Readers, comp. by Doris Hoit. Chicago, American Library Association and The American Association for Adult Education in cooperation with United States Office of Education, 1934. 59 p. 25 cents (from American Library Association).

A list of readable books suitable for use in connection with current adult educational activities and useful to all concerned with problems of book selection.

Students' Guide to Good Reading, a list of some nine hundred books, well worth knowing, enjoyable to read, and largely available in inexpensive editions. Prepared by the committee on college reading of the National Council of Teachers of English. Chicago, National Council of Teachers of English, 1934. 54 p. 15 cents.

Lists classics and modern books of merit, classified, annotated, and priced.

New Ideas for Superintendents

A Handbook for School Custodians, by K. O. Broady, C. J. Ireland, and E. L. Miller. Lincoln, Nebr., University of Nebraska, Extension division, 1934. 82 p. (Educational monograph, no. 4.) 50 cents.

Practical directions for the care of school buildings and grounds and suggested economical procedures.

New Developments in Pupil Report Cards. National Education Association, Educational Research Service. Circular no. 4, 1934. Washington, D.C., National Education Association, 1934. 36 p. forms. 50 cents.

Contents.—New practices in report-card making. Sample forms, illustrating the new practices.

Economical enrichment of the small secondary school curriculum. Washington, D.C. Dept. of Rural Education, National Education Association, 1934. 94 p. 50 cents.

"Assembles accounts of small high schools which have faced their own conditions, assayed their own resources, and devised ways of meeting their needs with what they have."

Trends in Legislation

The Child Labor Amendment; what it is, what it would do; who supports it; answers to objections. New York, National Child Labor Committee, 1934. 20 p. Free.

Essentials of Taxation, by H. L. Lutz and W. G. Carr, Washington, Joint Commission on the Emergency in Education, 1934. 14 p. 15 cents. (From the National Education Association, Washington, D.C.)

SUSAN O. FUTTERER

The Colleges



New Presidents

As the colleges and universities open this fall about 100 new college presidents will assume their duties; last year there were 125 new administrative heads. The turn-over this year has been about 7 percent and is greater among the liberal arts institutions than among other types of higher educational institutions which include the teacher's colleges, normal schools, professional schools, and junior colleges.

Many of the new presidents have been appointed effective September 1, 1934, while others, inaugurated during mid-years, have already taken charge. Vacancies created by resignations or deaths in a few institutions have not been filled.

Among the colleges which have appointed new men during the year are:

University of Redlands, California; American University, District of Columbia; University of Illinois; University of Notre Dame, Indiana; State University of Iowa; Friends University, Kansas; Municipal University of Wichita, Kansas; University of Maine; Maryland College for Women; Hood College, Maryland; Williams College, Massachusetts; Olivet College, Michigan; Mississippi State College; Alfred University, New York; Western Reserve University, Ohio; Reed College, Oregon; Dickinson College, Pennsylvania; Norwich University, Vermont; and University of Washington.

Changes in Names

Several colleges have changed their legal names during the past year.

The Agricultural and Mechanical College, Jonesboro, becomes Arkansas State College; John E. Brown College, Arkansas, becomes John Brown University; California Christian College, Los Angeles, becomes Chapman College; Evanston Bible School, Illinois becomes Evanston Collegiate Institute; Colleges of the City of Detroit become Wayne University; St. John's College, New York, becomes St. John's University; Spokane University (a 4-year institution) becomes Spokane Valley Junior College (a 2-year institution); St. Stephen's College (of Columbia University) has become Bard College.

Normal Schools and Teachers Colleges

This year there will be listed in the new educational directory 78 normal schools and 158 teachers colleges compared with 88 normal schools and 148 teachers colleges last year. These figures emphasize the trend in reducing the number of normal schools and increasing the number of teachers colleges by adding another year or two to the established normal schools. One normal school has been taken off the list of higher educational institutions by virtue of the fact that it reports nothing being done in the field of higher education. Nine institutions

classed as normal schools last year have increased their offerings and are recognized as 4-year-degree-granting teachers colleges in the new directory. These institutions include 3 in Maryland at Frostburg, Salisbury, and Towson; 2 in Connecticut at Danbury and New Haven; 1 in New Jersey at Newark; and 3 in Washington at Bellingham, Cheney, and Ellensburg.

Closed Colleges

To date fewer colleges have closed their doors than for the year previous. Those reported include: Burke County Junior College in Georgia, Whitworth College, Miss., Kidder Junior College in Missouri, Davenport College and the Collegiate Institute, in North Carolina (junior colleges). The Missouri Lutheran Synod has also recommended for closing Concordia College, Conover, N.C., Concordia College, Portland, Oreg., Concordia Seminary, Springfield, Ill., and Concordia College, Concordia, Mo.

Junior Colleges

Nearly 100 new junior colleges not previously listed in the Educational Directory will be carried this year. While these are not new in the sense of establishment, they do represent a group of institutions which have in recent years inaugurated at least 2 years of college work and have enrollments of sufficient size to meet minimum standards or better. Inclusion of these institutions will bring the total junior colleges listed to nearly 450.

1935 Educational Directory

The annual Office of Education Directory of Colleges and Universities, including all institutions of higher education, is in press and will be released early in the college year. This directory will include nearly 1,600 colleges, universities, and professional schools. Authentic information is printed concerning address, accreditation, control, undergraduate student body, president's name, departments, deans, and summer sessions in connection with each institution listed.

University of Chicago

The University of Chicago has recently set up an organization to provide for specialization in child development at the level of the Ph.D. The plan furnishes a general background of instruction in the basic sciences contributing to an understanding of child development—psychology, biology, school, and family, and opportunity to specialize—physical growth, mental growth, behavior, nutrition, education, social factors, heredity, and environment.

WALTER J. GREENLEAF

Guidance Faces New Deal

[Continued from page 4]

But in a planned and planning society it is inconceivable that we shall bring up children to such an illusion of free choice. Control over the distribution of workers is as fundamental a concept in social and economic planning as is control over the distribution of producers' and consumers' goods. The social purpose defines each man's role; the individual subordinates himself to the social program.

Full recognition of the importance of the allocation of people to vocations according to fitness and social need will greatly intensify the present effort to discover and measure the various types of abilities. This function bears a vital relationship to the task of social planning, whereas it has been so frequently exercised in futility and frustration in a society which entrusted its welfare to individual self-seeking, that its social significance has rarely been envisaged.

To what agency or agencies of a planned society will fall the responsibility of determining the occupations of its members? It is inevitable that the school must play the major part. Charged with the task of training and developing youth, it is only common sense that the school should be expected to discover and evaluate the talents of the pupil in order that his training may be given a direction which capitalizes his potentialities. A planned society will not tolerate the waste of educating for a given occupation persons who lack native equipment for that work. A planned society conserves and distributes its educational energy for the social welfare.

Such a view implies the exercise of a far more positive, compelling sort of guidance than that which we have known. To the proposal that they accept such a responsibility many thoughtful counselors will reply, "But we do not know enough!" And that is true. In its present immaturity vocational guidance is ill-equipped to assume such a burden. But it must prepare to do it.

To the attainment of this increased stature by guidance, the whole school will have to contribute far more than in the past. All teachers, supervisors, and curriculum-makers must be made conscious of their function of exploring and testing the unfolding human material before them. Far more than we have done, we must make of the school "a miniature community, an embryonic society", "active with types of occupations that reflect the life of the larger society", as envisioned by John Dewey, 35 years ago. Such a school is basic to the function of distributing workers among occupations according to fitness.

New Education Exhibit

THE FEDERAL Office of Education exhibit in the Federal Building at the Century of Progress Exposition is "all dressed up" for 1934.

Allotted more space than last year when thousands of persons heard the talking book tell of education in the United States and witnessed the three large murals portraying education yesterday, today, and tomorrow, the Office of Education this year has endeavored to better convey to the general public just what the schools of today are accomplishing, as well as outstanding educational facts.

If you would know how your State stands in the field of learning, how much it spends per person each year for public education, how much salary your State's teachers receive, what it costs to educate each child in your State per day, how many days each year schools are open to pupils, and much similar information, you can find out at a glance from the new Office exhibit recently assembled at the exposition.

An illiteracy map of the United States, and photographs of activities in schools, including those in the fields of trade and industrial education, vocational agriculture, home economics, and rehabilitation, have been decidedly enlarged and mounted on three huge panels each 40 inches by 6 feet. These panels, among the largest

on exhibit at the exposition, furnish a mural pictorial background for the Office display. The mural, 10 feet long and 6 feet high, of Harrisburg, Pa., junior high school students, is an enlargement by the Pictorial Service of the Army Signal Corps from a negative 4 inches by 5 inches supplied by the Pennsylvania Department of Public Instruction. All other photographs included in the exhibit were splendidly enlarged by the Army Signal Corps Pictorial Service.

Plans for the new Office of Education exhibit were prepared by William D. Boutwell, editor in chief of the Office, and G. A. McGarvey, Office trade and industrial agent for the North Atlantic region. Mr. McGarvey personally supervised the preparation and assembling of the attractive display. Mr. William N. Thompson, a Washington, D.C., artist, who painted the murals, Education Yesterday, Today, and Tomorrow, exhibited last year at the exposition by the Federal Office of Education, did the art work on the new exhibit.

The exhibit is already attracting much attention in Chicago. The unusually large mural of school children and the illiteracy map interests many visitors to the Federal Building. In fact, the mural is one of the largest on exhibit at the present time at the Century of Progress Exposition.



COURTESY ARMY PICTORIAL SERVICE

Part of new Federal Office of Education exhibit at the Century of Progress Exposition before it was recently shipped to Chicago.

California Polytechnic

INSTITUTIONS whose programs of instruction are so flexible that they can be altered at will to suit the vocational needs of their students are still somewhat of an anomaly in this day of standardized educational curricula. Such institutions are to be found, however. The California Polytechnic School, nestled in the hills at San Luis Obispo, is one of them.

And this school, which is now the center of the vocational agriculture program in California, is distinguished for several other features also.

Factors that count

In the first place instruction is provided in two levels. Boys who register from high schools in which no vocational agriculture is taught or who have had no high-school work of any kind are placed in the lower level, while those who have finished 2 years of high school, particularly one where vocational agriculture is taught, are placed in the upper level. As a matter of fact, 90 percent of the pupils enrolled fall in the second class and are therefore qualified to enter the upper level.

Every student enrolled in the school, moreover, is a farmer as well as a student. Animal-husbandry students buy young animals and fatten them for market, or purchase or bring with them breeding animals from which they raise their own calves, barrows, and lambs. The school herds, moreover, provide a source of young stock in the handling of which students learn management practice. In the same way, also, students in dairy-husbandry courses buy calves which they raise to salable age or breed heifers or cows, which they milk to help pay their tuition and other expenses, and which they later take home with them as foundation stock for their own farming operations.

Loan fund helps

Every effort is exerted to assist the student in completing his course, even to the extent of financing his projects. And when it is remembered that students frequently have as many as 200 market hogs, 50 steers, and 60 lambs in the feed lot at one time; and ownership in 25 to

★ W. T. SPANTON, *Agricultural Education Agent, Tells of Flexible Courses to Meet Vocational Needs of Farmer Students at San Luis Obispo Institution*

40 dairy animals, poultry flocks numbering several thousand birds, and hundreds of dollars' worth of crops, shrubs, and flowers, the need for occasional financial assistance will be apparent.

For this purpose a revolving "project" fund of \$10,000 is maintained by the school, from which students may borrow just as they would from a bank by signing a note and a contract, for which the project is the security. The loan bears interest and in addition the student agrees to return 33 percent of his gross profit to the revolving fund.

Certificates issued

Polytechnic is a non-degree granting institution. Instead of a diploma pupils are given a "certificate of accomplishment", which shows exactly what they have proved themselves capable of doing. A student may be proficient in from 1 to 4 different agricultural enterprises. Whatever his capabilities, they are all listed on his certificate.

Two years of resident upper-division work are provided. As his third year of

agricultural instruction the student undertakes a commercial agricultural enterprise, either on his own home farm, or as the manager of an enterprise on the farm of another. Under the latter arrangement the certificate of achievement is withheld until his apprenticeship is completed, when the owner, manager, or foreman of the farm on which the boy has been employed certifies his proficiency. Boys who desire commercial practice in dairy manufacturing are sent to two local dairy manufacturing plants, both of which are branches of State-wide dairy companies. Needless to say, the signature of the plant manager of one of these establishments is the finest kind of recommendation for the young man who seeks employment in the dairy manufacturing field.

Courses flexible

Under the system of instruction obtaining at the San Luis Obispo school, it is obvious that courses of instruction can be planned to fit the vocational needs of the students. New courses can be added or old courses altered at a single faculty



Before the Los Angeles Show. Seven California Polytechnic School students pose with their market steers. The one on the extreme right won the blue ribbon.

meeting. Last fall, for instance, when the training level of entering students was found to be considerably higher than expected, the resident instruction was immediately "stepped up" to meet the situation.

Few standard textbooks are used, a maximum of instruction being based upon up-to-the-minute bulletins on crops and livestock production and latest reports on changing market and economic conditions and varying consumer demands.

Students run farm

The operation of the school farm of 1,400 acres is arranged to insure the active participation of students. To carry on the major enterprises of the farm—beef cattle and dairy cattle production—only two paid employees are used: A full-time beef cattle herdsman and a part-time dairy herdsman, and both of these men are on the teaching staff also. For the general farm work of harvesting several hundred acres of grain, keeping up roads and fences, operating pumps for the irrigation system, and similar jobs, three farm laborers are employed, and even in this work students participate. All other work on the farm is done by the vocational students, of which there are now 100. Nor is any boy permitted to complete his course without first demonstrating his ability in all forms of farm carpentry and agricultural mechanics, handling of teams, and driving tractors in all the farm operations of plowing, seeding, harvesting, tilling, and irrigating. Students in the poultry husbandry courses have entire charge of the school poultry plant of 3,000 birds. They raise meat birds for sale, produce hatching eggs, or rent laying hens from the permanent school flock for the period of their matriculation. Horticultural students raise vegetables and truck crops for wholesale or retail trade or for the school cafeteria, and shrubs and ornamentals for the campus and the nurseries.

Produces leaders

Back of the training at the California Polytechnic School is the desire to produce agricultural leaders who can raise the standard of agricultural production while they raise themselves a living, and who will set an example in farming efficiency on their own farms, rather than take jobs as agricultural experts. The school takes the view that while we have almost reached the saturation point in agricultural specialists in publicly-supported jobs, there is an unlimited field for better farmers who cannot only help themselves but can assist in helping their neighbors.

Services State-wide

Not satisfied with merely its campus training program, which equips resident students for their place in the farming industry, the school multiplies its service by reaching out through correspondence, personal visitations, and group conferences, to the 200 Smith-Hughes agricultural teachers of the State.

Carrying its service a step further the San Luis Obispo institution opens its doors to cadet teachers who spend a half year there working with the school faculty and familiarizing themselves with agricultural principles and practices, many of which they may have forgotten in their 4 years of college or university training. The school is the center, also, for the annual summer conferences and courses for teachers of vocational agriculture in the State.

To complete the cycle of service for farmers and prospective farmers, the school provides headquarters for the State Association of the Future Farmers of America, the national organization of boys studying vocational agriculture. State conventions, judging contests, and educational programs carried on by this organization are held on the campus in the kind of atmosphere guaranteed to give F.F.A. members new inspirations for agricultural achievement and leadership.

Training effective

Proof of the effectiveness and quality of the instruction provided in the school is afforded in the showing made by students in livestock contests. At the recent Great Western Livestock Show at Los Angeles, Polytechnic students captured three grand championships in the market animal contest; exhibited the grand champion steer of the open show, the grand champion barrow and pen of barrows of the open show, and the reserve grand champion lamb of the open show. And this in the face of the fact that among their competitors were students of the Oklahoma Agricultural and Mechanical College and leading commercial breeders of California, Oregon, and Washington.

Athletics, too

It might appear from this brief outline of the activities of Polytechnic that students do nothing but work. On the contrary opportunity is provided for participation in athletics and recreational activities. Last fall, the football squad finished the season undefeated, unscored upon and untied, after having met every junior college team in the State league, two outside junior teams, the freshman

team of the Fresno State College, and the varsity team of the Santa Barbara State College.

Good leadership

Under the leadership of Julian A. McPhee, who since last fall has held the dual position of director of the school and State supervisor of agricultural education, Polytechnic is taking its place as a valuable unit in the agricultural education system of California. Within the space of a few short months it has become the centralizing agency of the State Department of Education for all vocational agricultural education and Future Farmer activities in the State.

★ Teacher Salary Loans

ANNOUNCEMENT of a \$22,500,000 loan by the Reconstruction Finance Corporation for payment of Chicago school-teacher salaries has resulted in additional inquiries regarding loans addressed to both the Federal Office of Education and the Reconstruction Finance Corporation.

Those desiring further information about such loans are referred to R.F.C. Loan Agency Bulletin No. 349.

This bulletin informs prospective applicants "to submit their applications to the Washington office of the Reconstruction Finance Corporation, stating (1) name of the applicant, (2) amount of loan desired, (3) type of obligation offered, and (4), in detail, the collateral security offered in addition to obligations supported merely by the taxing power of school districts or other municipal authorities in charge of schools."

Applicants will then be informed whether or not they are eligible for loans; and if so, how they should proceed in submitting necessary additional information in connection with applications.

★ Radio Programs

THE following series of educational broadcasts have been announced by the National Broadcasting Company to begin during the first week in October:

Public Health,
Tuesday, Oct. 2, 4:15 p.m. EST.
Economic Series,
Thursday, Oct. 4, 10:30 a.m. EST.
Damrosch Music Appreciation Hour,
Friday, Oct. 5, 11:00 a.m. EST.
Art in America,
Saturday, Oct. 6, 8:00 p.m. EST.

New Government Aids For Teachers



ORDER FREE PUBLICATIONS *and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D.C., inclosing remittance [check or money order] at time of ordering*

PLANNING a Subsistence Homestead. 20 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1733.) 5 cents.

Helpful suggestions as to ways in which many families with small incomes can lower their living costs by living on a small piece of land and growing their own food. (Homemaking; Agricultural economics.)

Ratification of the Twenty-first Amendment to the Constitution of the United States. 23 p. (Department of State.) 5 cents.

Contents: Proposal of the twenty-first amendment; action by the States; certificate of the Acting Secretary of State; proclamation of the President; tabulations of State action; joint resolutions proposing amendments; consummation of ratification; form of the certificate; amendments heretofore proposed in 1789, 1810, 1861, and 1924. (History; Civics; Political science.)

Code of Fair Competition for the Private Home Study School Industry. Code No. 447. (National Recovery Administration.) 5 cents.

Price Lists (free): Publications of the United States Geological Survey—Geology and Water Supply, No. 15; Engineering and Surveying—Leveling, Triangulation, Latitude, Geodesy, Tides, Terrestrial Magnetism, No. 18; Army and Militia—Aviation and Pensions, No. 19; Forestry—Tree Planting, Wood and Lumber Industries, No. 43. Health—Diseases, Drugs, and Sanitation, No. 51; Maps, No. 53; Mines—Explosives, Fuel, Gas, Gasoline, Petroleum, No. 58; Concrete, Iron, Electricity, Light, Clay, Metric System, No. 64. (Government Printing Office.)

Workers in Subjects Pertaining to Agriculture in State Agricultural Colleges and Experiment Stations, 1933-34. 110 p. (Department of Agriculture,

Office of Experiment Stations, Miscellaneous Publication No. 180) 10 cents.

Directory of officers of the Association of Land-Grant Colleges and Universities, and the names of persons directly engaged in teaching, research, or demonstration in agriculture and home economics in agricultural colleges and experiment stations. (Agriculture; Research; Library science.)

Standards of Prenatal Care—An outline for the use of physicians. 4 p., chart. (Department of Labor, Children's Bureau, Publication No. 153.) 5 cents. (Public Health; Parent education; Home economics.)

Hot Springs National Park, Ark. 23 p., illus. (Department of the Interior, National Park Service.) Free.

School Lunches—with recipes to serve 50 children. 13 p., mimeog. (Department of Agriculture, Bureau of Home Economics.) Free. (Home economics; Health education.)

A Study of Rural School Library Practices and Services. 105 p., illus. (Department of the Interior, Office of Education.) Free.

Films

(NOTE.—Because of the demand for educational films by the C.C.C. camps, school officials who wish to use films this year should make application as early as possible)

The following films may be borrowed free from the Office of Motion Pictures,

Extension Service, United States Department of Agriculture, except for the cost of transportation:

Pines from Seed to Sawmill. Two reels.
Forestry the Sand Hills. One reel.
Wood Wisdom. One reel.

Film strips

The following list of film strips gives some of the material on home improvement available from the Bureau of Home Economics, Department of Agriculture, at 35 cents each.

Making Hooked Rugs. No. 320.
First Aid in Window Curtaining. No. 209.
Livable Living Rooms. No. 285.
Consider the Children in the Home. No. 315. (See illustration.)
Good Posture for Health and Beauty. No. 252.

Map

Recreational Map of Colorado. 12 by 8 inches. (National Park Service.) Free.

A cartoon, pocket-size map of Colorado, the first of a series of National Park Service Recreational maps to be issued by States. Brief descriptions of Rocky Mountain National Park, Mesa Verde National Park, and the national monuments located in Colorado, are given on the reverse side of the map.

MARGARET F. RYAN

The staff of the Office of Education in the United States Department of the Interior is constantly engaged in collecting, analyzing and diffusing information about all phases of education in the United States, its outlying parts, and in foreign countries

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They're OFF!

• We have good news for you. All of the monographs reporting findings of the national survey of secondary education are off the press, and many orders are being filled by the Superintendent of Documents in Washington. The complete set of 28 Federal Office of Education bulletins is now available at only \$5.05.

(An average cost of 18 cents per bulletin of 157 pages)

• Request your secondary survey monographs today and in this recent secondary education year read of progressive practices throughout the country.

This complete listing of monographs, number, title, and price, is as follows.
• Order by check or money order requesting Bulletin 1932, No. 17, and specifying numbers of the monographs desired.

Monographs

1. Summary. -{25 cents}-
2. The Horizontal Organization of Secondary Education—A Comparison of Comprehensive and Specialized Schools. -{25 cents}-
3. Part-Time Secondary Schools. -{10 cents}-
4. The Secondary-School Population. -{10 cents}-
5. The Reorganization of Secondary Education. -{50 cents}-
6. The Smaller Secondary Schools. -{20 cents}-
7. Secondary Education for Negroes. -{15 cents}-
8. District Organization and Secondary Education. -{20 cents}-
9. Legal and Regulatory Provisions Affecting Secondary Education. -{15 cents}-
10. Articulation of High School and College. -{10 cents}-
11. Administration and Supervision. -{20 cents}-
12. Selection and Appointment of Teachers. -{15 cents}-
13. Provisions for Individual Differences, Marking, and Promotion. -{60 cents}-
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